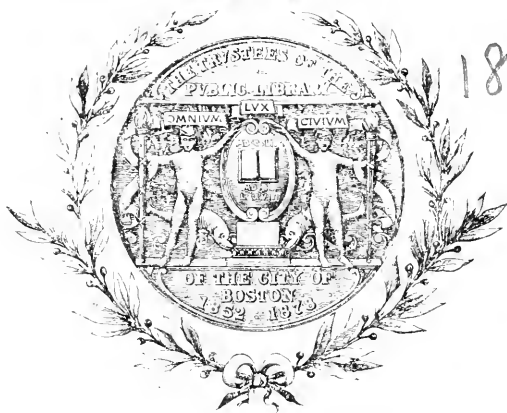




No 6347.1



1892

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SCHOOL DOCUMENT NO. 21—1892.

ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF BOSTON,  
1892.



9-120  
BOSTON:  
ROCKWELL & CHURCHILL, CITY PRINTERS.  
1893.



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Figure 1. The structure of the proposed fuzzy expert system for the diagnosis of the type of the fault in the power transformer.

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## REPORT.

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The year which is now closing has been in *three* respects, at least, a memorable one in the history of our schools. And first in

### THE NUMBER OF NEW BUILDINGS COMPLETED.

As is very well known, there was for some years a period when few appropriations were made for new buildings. But all this has been happily changed, and the City Council for the four years 1889 to 1892 have generously responded to the call of this Board for our needs in this respect. It is of interest to note that during the past four years, and to help make good, so far as possible, the deficiencies of previous years, there has been appropriated for new school buildings and sites a trifle over \$2,000,000.

The first building of the new series to be completed was the Roxbury High School, which opened for the first time in the fall of 1891, but was not dedicated until April 1, 1892. The second building was the Bowditch Grammar (formerly the Hillside), Jamaica Plain, which was occupied in March and dedicated April 28, 1892. The third was the Henry L. Pierce Grammar School, Dorchester, which was occupied in April and dedicated May

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NOTE: The usual statistical and financial tables will be found at the close of the report.

19, 1892. The fourth was the Plummer Primary, Adams District, East Boston, which was occupied April 11, 1892. There were completed during the summer and occupied soon after vacation, the Grammar School at North Brighton; a new Primary on St. Botolph street in the Prince District; the Blackinton Primary at Orient Heights, East Boston, Emerson District; a Primary on Wyman street, Jamaica Plain, Lowell District; B. F. Tweed Primary on Cambridge street, Charlestown, Bunker Hill District; a Primary, Glen road, Jamaica Plain, Bowditch District; Williams Primary, Homestead street, Roxbury, George Putnam District.

Nov. 4, 1892, the Robert G. Shaw (formerly Mt. Vernon) Grammar School at West Roxbury was dedicated, making a total of one High, four Grammar, and seven Primary schools, or twelve in all, which is the largest number of school buildings ever dedicated and occupied in any one year. In addition to these, there have been commenced during the year—the appropriation having already been made—a new building for the Agassiz Grammar School, Jamaica Plain; a new Primary for the Lyman District, East Boston; one for the Dillaway District in Roxbury; and one for the Lincoln District, South Boston. The land has also been purchased on Adams and Chestnut streets, Charlestown, for a new Primary, which shall contain Manual Training and Cooking Schools for that Division. In Jamaica Plain, land has been purchased adjoining the present West Roxbury High School, which will provide for the enlargement of that building at an early date,

the old building being inadequate for the pressing needs of this District. In Brighton the land has been purchased for a new Primary School in the Bennett District.

An appropriation of \$75,000 has also been made for a new High School building for Allston and Brighton. The completion, in one year, of eleven new Grammar and Primary buildings, the commencement of four others, the purchase of land for three more, and an appropriation of \$75,000 for a new High School, to be built in 1893, marks an era in the history of our schools which deserves to be emphasized in our annual report, and to be remembered to the credit of our City Councils that have so generously provided for our educational interests.

#### MANUAL TRAINING.<sup>1</sup>

The second respect which has made this year a memorable one is in the progress which has been made in *Manual Training in all its departments*.

##### (a.) MECHANIC ARTS HIGH SCHOOL.

The City Council of 1891 appropriated the sum of \$100,000 for a Mechanic Arts High School. The land was purchased at the corner of Belvidere and Dalton streets, at an expense of \$40,000, but the balance of the appropriation was not sufficient for the building. The City Council of this year have appropriated the further sum of \$60,000, and the building is now under contract. It is to be three

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<sup>1</sup>Plates illustrating the subject of Manual Training will be found at the close of this report.

stories in height, 224 feet long by 90 feet wide. The basement, besides containing the boiler-rooms, etc., will be provided with several hundred lockers to contain the regular clothing of the boys when they are in their working costume. There will be on the first and second floors several class-rooms, each to accommodate 72 pupils, in three sections of 24 each; a machine-shop with engine, lathes, planers, etc.; a blacksmith-shop, with 25 forges and anvils; a moulding-shop; a carpenter-shop; a finishing-room; a wood-turning room; a chemical laboratory; a reading-room and library. In the third story there will be a large room to be used both as a gymnasium and an assembly hall. The 25 hours' time of the week will be divided into about 10 hours of shop-work, 10 hours of book-work, and 5 hours of drawing. The book-work will consist of algebra, geometry, trigonometry, physics, and chemistry. The building will be able to accommodate from 300 to 350 pupils, and it is believed that it will be the most complete building of its kind in the country.

It is expected that it will be ready for occupancy by September 1, 1893; and for the first time in Boston the boy who wishes to enter the industrial world will have the same opportunities given to him for preparation at the public expense, as have been given so long to those who wish to prepare for a business or professional life.

#### (b.) SCHOOLS OF COOKERY.

There have been for several years such schools in different sections of this city, but this year a sufficient

number of new ones have been opened to make it possible to teach the scholars in all sections of the city. The new schools opened this year have been two in Dorchester, and one each in Allston, Brighton, and West Roxbury. The support of the one so long maintained in the North Bennet-street Industrial School by the liberality of one of its patrons was assumed by the School Board in September. The school kitchens now are fourteen in number, and located as follows:

East Boston . . . . .	Lyman School.
Charlestown . . . . .	Harvard School.
Boston . . . . .	North Bennet street.
Boston . . . . .	Starr King School, Tennyson street.
Boston . . . . .	Hyde School, Hammond street.
Roxbury, two rooms . . . . .	Kenilworth street.
South Boston . . . . .	Drake School, Third Street.
Dorchester . . . . .	Henry L. Pierce School, Washington st.
Dorchester . . . . .	Dorchester-ave. School. cor. Harbor View street.
Jamaica Plain . . . . .	Bowditch School, Green street.
West Roxbury . . . . .	Robert G. Shaw School, Hastings street.
Allston . . . . .	Allston Grammar, Cambridge street.
Brighton . . . . .	Bennett School, Chestnut avenue.

Experience has shown that, all things considered, it is best to give these lessons in cookery to the girls of the second class, as, in most cases, those in the younger grades are not mature enough to appreciate their importance, or to receive the greatest benefit.

#### (c.) MANUAL TRAINING FOR BOYS.

After very careful consideration and consultation with those most familiar with the subject, it has

been decided first to care for the boys of the *second class*. There are several reasons for this decision. (1.) Such boys have usually reached an age when they are strong enough physically to handle tools properly. (2.) They have become sufficiently mature to appreciate the value of the instruction. (3.) The great bane in many of our districts is the taking of boys from school before they have completed a full Grammar School course, and the being sent to work in shops and stores before they have any proper mental equipment for the battle of life. It is found by experience that there is so much interest in the manual training, by both parents and scholars, that boys remain in school longer than before, in order to have the benefit of this special training. The value of this in many ways is inestimable. The manual training shops are thirteen in number, and are situated as follows:

East Boston . . . .	Lyman School.
Boston . . . . .	North Bennet street.
Boston . . . . .	Appleton-street Primary.
Roxbury, two rooms .	Kenilworth street.
South Boston . . . .	E street.
Dorchester . . . . .	Mather District, Meeting-House Hill.
Dorchester . . . . .	Henry L. Pierce School, Washington st.
Jamaica Plain . . . .	Eliot School Trustee Building, Eliot st.
West Roxbury . . . .	Robert G. Shaw School, Hastings street.
Allston . . . . .	Allston Grammar, Cambridge street.
Brighton . . . . .	Bennett School, Chestnut Hill avenue.
Mattapan . . . . .	Tileston School, Norfolk street.

All of these are now entirely supported by the city, with the exception of the one in the Appleton-

street Primary School, which is still provided by the liberality of Mrs. Quincy A. Shaw, and the one at Jamaica Plain, where a portion of the salary of the principal is paid by the Board of Trustees of the Eliot School Fund.

Perhaps especial mention should be made of the school in South Boston. It was said a few years ago that only from sixteen to twenty scholars could be instructed at one time in this shop-work. Others contended that a much larger number could be taught in one class, and it was felt that unless this could be done the system would be too expensive to be practical. The old church building in E street, South Boston, was leased by the city, and sixty benches were placed in the room. We take pleasure in reporting that it has been found to be perfectly feasible to teach the demonstration lesson to all the sixty pupils at one time, and in all our new schools we are providing for thirty pupils, which is all that can be accommodated with benches in school-rooms of the ordinary size.

The Board has not yet decided upon any one plan of manual training for universal use. It seemed wiser to test several plans, all of which have great merit, which are alike in many respects and yet which have points of difference. After a longer trial it will be possible to combine the best features of all these into one uniform system. For the present, all are giving satisfactory educational results. The shops at East Boston, Appleton Street, Allston, and Brighton are following substantially the Sloyd system as modified by Mr. Larsson for American ideas. Those at

Roxbury, Dorchester, Jamaica Plain, and West Roxbury are an outgrowth of the Russian system, also *Americanized* by Mr. F. M. Leavitt, with the aid of Prof. R. H. Richards, of the Institute of Technology. The school at North Bennet street has a third set of models and a little different plan, the result of several years' experiment by Mr. B. F. Eddy. The fourth plan is the one adopted by Mr. F. W. Kendall, and being tested in the shop at South Boston.

But while the first thought has been to ensure a year's course of wood-working throughout the city for boys of the second class, the work has not been confined to these. It has been the intention, as explained in School Document No. 15 of 1891, to have finally a course covering at least three years. This lower-class work is more in the experimental stage, and yet the diagrams in this report show something of what is being done in a few schools where the plan has been tested.

On account of the great expense by the necessary multiplication of many more shops, we doubt if for years to come it will be possible to give, throughout the city, shop instruction in more than the second class. But we think that practically as good results, educationally considered, can be obtained for boys in the lower grade, by work done in the school-room, and at a very small expense. The work done this year by several of our schools show that all that is required is a small tray, or board, 19"  $\times$  13", with a wooden rim, two triangles, dividers, rule, file, and a knife with a stout handle and a blade one and a half inches long. Very thin board is used, the object to be made being

first drawn upon it, and then cut out with the knife, and the various parts being finally put together in some simple permanent form.

A full *outfit* for a room of fifty-six pupils costs about forty dollars. But as most of this outfit can be used for several classes in the same building, the cost in our larger schools is not over twenty-five cents each year per pupil. The *material* used, as wood, glue, etc., will not cost over fifteen cents per year for each pupil.

The *color* work that is done by the boys in some of the lower grades in the Grammar School while the girls are sewing, costs for the *outfit* about twelve and a half cents per scholar, and for the *material*, about eight cents a year for each pupil.

A very ingenious course of whittling in the school-room, and simple exercises in mechanical drawing preliminary to Sloyd, have been arranged by Mr. Larsson.

This course is proposed for the fourth grade of the Grammar School, to be given in the regular school-room to the whole class.

The aim of this course is to enable the child to make simple mechanical drawings on paper from the object, and to be able to read and execute this drawing in wood, thus stimulating thought-expression in other studies.

In selecting the objects to be made, the following points have been considered:

1st. Articles are selected as models which to the child have a definite use, and are within his power of

execution; these are based upon simple elementary forms.

2d. The making a full-sized working drawing, expressing all necessary facts for construction in such a way as to be easily read.

3d. The whittling to be executed in a standing position, giving freedom of physical movements and relief from sedentary work.

To make this work practical in the school-room, a chart of drawings has been prepared for the reference of the teacher, showing what and how to draw, the kind of wood to be used, and also the new tool exercise employed on successive models.

A desk tool-table has been designed to fit on the regular school desk, containing a drawer with block of paper,  $7\frac{1}{2}$  in.  $\times$   $8\frac{1}{2}$  in. ruler, try square, pencil, Sloyd knife, compasses, gimlet, and sand-paper block. The price of tools, with desk-cover for each pupil, is three dollars, and the wood for the course costs about twenty-three cents for each pupil. The desk-cover is adjustable, so that it can be used in different classrooms.

As the great expense for new shops, tools, etc., has now been provided for in the expenditures of the past two or three years, it is hoped that it will soon be possible to make some kind of knife-work universal throughout the city for the children of several of the lower grades.

Progress has also been made in the fifth and sixth Grammar classes in cardboard work, — cutting the cardboard into different shapes, folding into solid forms, etc.

In October a proposition was received from the Directors of the North Bennet-street School offering to give, free of all expense, Normal instruction in clay modelling to teachers in the lower Grammar grades. This generous offer of Mrs. Quincy A. Shaw and her associates has been accepted. It seems especially timely, as it will give an opportunity to test an experiment of another form of manual training suited to pupils of this grade. We certainly need something to cover the period between the Primary School on the one side, and the wood-work for the boys in the advanced classes of the Grammar Schools on the other. As it has been thought that the plan can best be tested by taking teachers from the schools in one section of the city, those have been chosen in the nearest proximity to the North Bennet-street School, where the work is to be done. The offer has, therefore, been made to, and accepted by, the teachers of the lower grades in the Eliot, Hancock, Bowdoin, Phillips, and Wells schools, and the lessons will commence immediately after the holidays. This experiment will help to show whether clay modelling, or knife-work, or cardboard-work, or all combined, are best fitted to give the best educational results in the lower grades of our Grammar Schools.

As this is the first year in which cooking and manual training can properly be said to have become universal in our Grammar Schools, it seems proper to give a brief outline of their early history.

As early as 1881 definite effort was made by private individuals in Boston, looking to the introduction of manual training into the Grammar grade of

the public schools. Repeated effort was made by the pioneers in this work to obtain from the School Board permission for classes to receive instruction at the North Bennet-street Industrial School; and in September, 1883, before formal action had been taken by the Board, boys from the Eliot School (North End) were sent to the Industrial School for instruction in carpentry, printing, and shoemaking, by permission of Mr. Charles C. Perkins, Chairman of the Third Division Committee, an early and enthusiastic advocate of manual training.

It is not until the year 1883, however, that we find recorded in School Document No. 3, that on the 27th day of February of that year a hearing was given by the Committee on a Manual Training School to a few persons interested in manual training, the subject under consideration being the acceptance of an offer from Mrs. Quincy A. Shaw to give to pupils from certain schools, training in cooking, housekeeping, and laundry-work for girls, and printing, carpentry, and shoemaking to boys. During the next March (1885) an order was passed with the following cautious wording, that pupils "whose parents or guardians so request, in writing, may attend the Industrial School on probation, for two hours weekly."

In May, 1885, the first classes in cooking under this order were started at the North Bennet-street School, with Miss Amy Barnes as teacher, pupils coming from the Hancock School. In October of the same year two cooking schools were started simultaneously, each receiving one hundred and fifty

pupils weekly from the public schools. One of these, in Tennyson street (Starr King School), was supported by Mrs. Hemenway, and the other was carried on by the North Bennet-street Industrial School. Mrs. Hemenway supported the Tennyson-street School for three years, when, in 1888, its further expense was assumed by the city. The North Bennet-street Cooking School was always largely indebted to Miss Sarah B. Fay, who assumed its entire running expenses from 1887 to 1892, when its support was assumed by the city. *These two kitchens were the first public school kitchens in America.* It is to the high standards established by these first two schools, and to the Normal classes established later by Mrs. Hemenway, and under the able direction of Miss Homans, that the excellence of the teaching in the school kitchens of Boston is largely due.

In the year 1886 another Cooking School was established by private enterprise, in Jamaica Plain, and the School Board started another in South Boston. The Jamaica Plain School was assumed by the city in 1888.

In 1888 the first experiments were made in Swedish Sloyd, all previous work with tools, in Boston, having been based on the Russian course of work. Modifications were at once found necessary in the adaptation of Sloyd methods to American needs and standards (prominent among which was a satisfactory system of drawing); but the ideas upon which the system is based were found to be so entirely in harmony with those of Froebel as to commend it to the followers of this great teacher, and to decide

Mrs. Shaw to offer to the School Board opportunities for its study both in children's and in free Normal classes taught by Mr. Gustaf Larsson. Three graduates from the school at Nääs were employed by her as teachers, and two new schools started, in addition to the one first established in North Bennet street.

So general has been the interest in this new departure that more than a hundred teachers have undertaken the arduous work of the Normal classes, while the manifest influence of Sloyd upon other systems employed here shows how general and how generous has been the recognition of its value.

In the year 1884 a Manual Training School was opened in the basement of the Latin School, which was carried on for several years; but as the other plans which were being carried on in other parts of the city were found to be superior, it was closed in 1891. In the year 1889 the Trustees of the Eliot School Fund in Jamaica Plain, having experimented with summer schools for some years, offered free instruction in wood-working to the pupils of the public schools, and scholars were received that year from five Grammar Schools and one High School. In the year 1891 these Trustees asked the privilege of making an experiment by giving a *four years' course to the four upper grades* of the Grammar School, which request was granted, and the experiment is now being made. This system is based upon the course of Russian manual training as introduced by Dr. Runkle in 1876 in the School of Mechanic Arts at the Massachusetts Institute of Technology, but has been largely

influenced by the modified form of Swedish Sloyd made by Mr. G. Larsson, of the Appleton-street Primary.

No one can possibly compute the value that has come to the schools of Boston from the munificent generosity of Mrs. Shaw and her associates, from Mrs. Hemenway, and from the Trustees of the Eliot School Fund. Their work has been not for our schools only, but through their Normal classes they have been supplying teachers for Cooking and Manual Training Schools in other cities. It has been stated that the Kindergarten work alone cost Mrs. Shaw nearly half a million of dollars before it was assumed by the city. What this other work has cost her, and those above mentioned, who have been following along similar lines, can never be known until the secret things of this world are written. They will ever be remembered most gratefully by the citizens of this city, whose children they have so richly blessed.

(d.) MANUAL TRAINING IN THE PRIMARY SCHOOLS.

In the year 1891 instruction was given to all the Primary teachers throughout the city in clay modeling, paper-cutting, etc. The value of this teaching is apparent in the work that is now done throughout the city by the little children. The clay modelling, paper folding and cutting, appeals to the imagination of the children and cultivates the love of the beautiful; it also develops manual skill and inventive power, teaching form, proportion, and exactness, as well as dexterity in the use of the fingers.

In concluding this part of our report, we wish to emphasize again the importance of this new education which is educating the hand and the eye and the mind together. We are beginning to see more and more that *thinking begins with things*. There are some who may still believe that the outlay for shops and for these special teachers is unnecessary, and that the whole thing is a caprice of the hour. But the number of such is very few, and they show that they have given the matter but superficial thought. The little time that it has been tested in our schools has already shown its value. Nothing else has such power to soften, refine, and humanize rude girls and boys, to lead them to respect others, and to bring out those qualities which will lead them in turn to be respected. In the early spring of this year a class of boys was brought for the first time into one of our shops. They were from homes in one of the worst sections of our city, and for a lesson or two seemed almost ungovernable. But in less than three months these rude boys became so fascinated with their work, that, compelled to be left largely to themselves one day on account of the illness of a teacher, they excited the admiration and comment of some educators who unexpectedly called, because of their ceaseless attention to the work in hand. These few weeks had changed the wild boys of the street into those that were courteous and respectful and eager for advancement. *Its value as a disciplinary as well as an educational force has not been overestimated.*

Not only is manual training arousing dormant in-

telleets, enabling the teacher to reach the brain through the hands, but it is saving boys and girls who would otherwise go astray, and giving them a fairer opportunity for the places they can best fill in the work of life. A case has come to our knowledge of a boy who was in school for several years, and was such a "dunce" that he was a subject of ridicule for all his associates. As a result he became sullen and indifferent. But put to work in the Manual Training School, he found his place, and there discovered that he could excel. His own manhood was aroused, and he began to have the respect of his companions. His success was so great that soon he was promoted to have the care of the shop. To-day he is receiving a large salary as the mechanical man in a large dentist's establishment. This despised and discouraged boy was saved, doubtless, from a criminal's life by this new education. Every teacher of manual training can multiply such illustrations by scores.

And what shall we say of the moral power and uplift which comes into many of the homes of the poor when the girl has been taught in our Cooking Schools? It is a well-known fact that much of the poverty and discouragement which exists in many of these homes comes because of the ignorance of the wife and mother. She does not know how to manage with thrift. Waste leads to debt, and debt often leads to intemperance and ruin. But the girls are being taught in our schools how to make good housewives; how to build the fire; how to buy that which has the most nutriment at the least expense; how to prepare it

economically and serve it daintily; how to make broths and gruel for the sick; especially how to keep a kitchen neat and tidy and make it attractive to all who enter.

But the girl who is reared in a home of wealth equally with the one who is born in poverty needs this training. In a few years we shall have a generation of wives and mothers who will not be at the complete mercy of the maid in the kitchen, but who will themselves know how properly to guide and instruct others in the care of the household.

Only the future will reveal what magnificent and far-reaching results have come to the homes of our city since the Boston School Kitchens were established in 1885 by Mrs. Shaw and Mrs. Hemenway.

One of the great perils of this nation, as of all others, is in the class distinctions between the rich and the poor, and the barriers that grow up between them. A part of this difficulty, unconsciously perhaps, has arisen from the fact that many have grown up to despise those who labor with their hands. But manual training is the antidote of all this. When the cultivated teacher is seen dressed in the garb of the toiler, and when all pupils, rich and poor, work with their hands together, labor is honored and ennobled, and false conceptions are corrected before they become fixed. I believe it is not too much to claim that this whole plan of manual training, as it has now been introduced, is a new bond, drawing closer together the various classes in the city we love to call our own, and is helping towards that higher citizenship without which no republic is safe.

## PARENTAL SCHOOLS.

The *third* respect which makes this year a memorable one for our schools is the securing of two appropriations, — one of \$125,000, for a Parental School for Boys, and the other of \$25,000, for a similar school for girls.

As is well known, the establishment of such schools has been urged by this Board for many years. The Legislature of 1886 passed a law which made it mandatory for the city to provide such schools when asked to do so by the School Board, but although requests have been made again and again, it has not been possible until this year to obtain the necessary appropriations. The placing of truants upon Deer Island in proximity to older criminals has been a reproach to the city, and we rejoice that it is soon to be removed. The location of the Boys' Truant School was decided upon in July, and the lot purchased. It is situated upon Spring street, West Roxbury, the estate containing twenty-eight acres, and having a frontage of over one thousand feet upon Charles river. The place is admirably adapted for the purpose. The house of the former owner, Mr. Bolles, will serve as an administration building. Two buildings are to be erected at once, two stories, cross-shaped, and will measure  $88 \times 64$  feet. There will be a hall on the first floor  $30 \times 14$  feet in size, a school-room and a dining-room, each  $30 \times 40$  feet, and a matron's parlor, from which the playgrounds and the dining and school rooms can be watched through large windows. Adjoining this room are the matron's



sewing-room, sleeping-room, and bath-room. The second floor is arranged nearly the same as the first floor, the apartments corresponding to those of the matron being for the master and his assistant. Over the dining and school rooms there will be two dormitories, accommodating twenty boys each. The basement will contain the heating-apparatus, a good-sized playroom for stormy weather, a swimming-tank 15 × 21 feet in size, and shower and sponge bath-rooms. These buildings will accommodate about eighty boys, and there will be a teacher for each building.

A building to be used as a kitchen and laundry will also be provided, and also a chapel or hall for religious exercises, and as a place of general assembly.

The establishment of this school is looked forward to with great interest by our citizens, many of whom have given so much thought to the saving of boys who are inclined to go astray. *The most expensive thing for the State is crime; the best way to prevent it is the highest economy.* This Parental School we believe will be such a preventive. It is earnestly hoped that by having the boys do most of the work about the buildings, that the institution can be maintained without a large expense. This Board has asked that only buildings of the plainest sort and of the simplest furnishing shall be provided. We do not wish to make the school too attractive, but to have confinement here felt to be a penalty. The boys should be compelled to do hard and unceasing work of body and mind from the moment they enter, and up to the full limit of their strength. It ought to be the aim to

make their coming here a dread to them, and their release dependent always upon their own good conduct and fidelity to duty. The work required should be so constant, that they shall carry such a report back to their associates as to deter others from truancy. It has been found in London that the providing truant schools has reduced truancy to one-fourth of what it otherwise would have been.

No site has as yet been selected for the Parental School for Girls, but as the money has been appropriated, we hope some decision will be reached at an early day. The necessity for such a school increases as the city grows year by year.

We cannot close this part of the report without referring especially to the interest taken by His Honor Mayor Matthews in providing these Parental Schools. In his first inaugural message, two years ago, he called attention to their necessity, and has constantly given his official influence in this direction. After the delay of the past we feel that it is only just that such recognition should be placed in this public record.

Some of our other departments, and some features of the year's work, deserve especial mention.

#### KINDERGARTENS.

Boston takes a justifiable pride in her admirable system of Kindergarten Schools. Every year only gives added proof of their inestimable value. It is the alphabet of our whole manual training system, educating the head, the heart, and the hand. It quickens the perceptive powers of the little ones,

teaching them to observe, to think, and to act. But there is a great moral uplift as well, and just at the time when the child is most susceptible to every good impression. Out of homes of poverty and wretchedness and sin, in hundreds of cases, these little ones are taken, to be given their first lesson in neatness and cleanliness and order. Firmly but lovingly they are taught the best things, and fitted by and by to carry back to the home something of the sweetness and the sunshine they have learned from faithful teachers. If the citizens of Boston could visit these schools, they would realize more and more their influence for good, and the power they are to have when they become universal, in helping to solve some of the great questions which are pressing upon us in our great cities. We are glad to report a substantial gain in the number of these schools, there having been added this year seven; making a total of forty-three, with eighty-four teachers.

#### DRAWING.

It is felt that we have not made the advancement in this department that we have in some others, yet no plan has been presented that seems to satisfy the majority of the Board. The appropriation has been smaller than many desire, and yet, in the conflict of opinion, it has not been altogether clear how a larger sum, if appropriated, could most wisely be spent. Important as drawing always has been, it is becoming more and more so with the introduction of manual training, which must start with, and rest upon, the drawing of the model to be made. Further-

more, the new course of study, requiring more time to be given to elementary science in all its branches, likewise necessitates changes in the plan of drawing. As a preliminary step, and in anticipation of a further recommendation from the Committee on Drawing, the Board, on June 28, by a unanimous vote, dropped the old text-books from the authorized list. In October the Manual Training Committee — having received a proposition from Messrs. Larsson, Leavitt, Kendall, and Eddy that they would give Normal instruction in mechanical drawing to the teachers of the second class in all the boys' schools in the city — requested of the Committee of Drawing the privilege of accepting this proposition, and allowing them to offer such instruction to these teachers; this request was granted. The necessity of some such instruction is apparent in many schools, as the boys are compelled, when they come to the Manual Training shops, to use the shop time, which should be otherwise spent, in learning how to make the drawings. It is evident that it is poor economy to use this time in this way. The boys should practically know more of mechanical drawing than many of them do before they come to the shops. In order to make it possible that this shall most wisely be done, an invitation was extended to the teachers of the second class of boys throughout the city to meet the Committee on Manual Training, November 9. The invitation was heartily accepted by about one hundred teachers, and after a long discussion it was voted unanimously that the teachers select from their own number a committee of seven, to coöperate with

the Manual Training Committee in arranging the details for the proposed classes. This second conference, consisting of the above committee of seven, the four Manual Training teachers, and the Manual Training Committee, was held December 1, when arrangements were completed to give the Normal lessons at once in the different sections of the city.

#### PHYSICAL TRAINING.

Although the introduction of a definite plan of physical training is of so recent a date, substantial progress has been made, and the effect is already seen in the appearance of the children. We have only two suggestions to make: First, the introduction of manual training so universally into the schools may, if not guarded against, tend to develop certain parts of the body at the expense of others. We need proper physical training to prevent this, and to see that the development of the whole body is symmetrical. And this leads very naturally to our second thought, — that this whole subject is so important that it not only needs expert supervision and skilful directors, but the *teachers* in the class-room must be thoroughly familiar with the whole subject. We cannot afford to run any risk of injury to children in the foundation period of their lives, by erroneous teaching or by false or wrong postures. We believe that the step which has recently been taken to have a training department for this purpose in our Normal School is of the greatest importance. While Boston, in the renewed interest in this subject, did not commence as promptly as some other cities, yet the prog-

ress in expanding and adapting to *all* classes has been so rapid that we are already up to the full standard in other places, and are first in providing a Training Department of Gymnastics in our Normal School.

#### NORMAL SCHOOLS.

We note with pleasure that in this, as in previous years, many vacancies have been filled in our corps of teachers by persons who have had their education and experience elsewhere, and who have been proved by years of service to have especial fitness. We believe this is a necessity in order to keep our schools at the highest standard. This matter is admirably put in the annual report of Superintendent Seaver in 1889, from which we quote: "The generally accepted maxim in the management of educational affairs is this : that the teaching staff of an institution should not be recruited exclusively from the graduates of the same institution. The neglect of this maxim generally results in deterioration of the teaching and of the teachers. New men with new ideas prevent stagnation, narrowness, conceit, and ignorance. Hence a wisely managed college recruits its faculty in part from among the graduates of other colleges; and the same rule will obtain as to the schools of this city, if the management is wise."

"It is no disparagement whatever of the Boston Normal School to say, that its graduates exclusively should not be employed in our Grammar and Primary Schools, or to prove that an admixture of professional talent from other sources is necessary to the full health and vigor of our school system. Nor should it be for-

gotten that the claims of the schools to have none but the best teachers appointed, are infinitely superior to the claims of Normal graduates to receive appointments."

But while this is true, we believe it will also be found necessary in the future, as in the past, to get most of our third and fourth assistants from the graduates of our Normal School. Some of the most brilliant teachers in the city have had all their training in the Boston schools. This being the case, we ought to provide the best possible facilities for the training of these teachers. Neglect or carelessness or indifference, or so-called economy here, means poorer teachers, and subsequently poorer schools in years to come. We believe we ought, therefore, anew to urge increased accommodations and better arrangements in the Normal School. This has been suggested in previous reports; but nothing has been done, on account of the urgency for more and better Grammar and Primary accommodations, which were entitled to the precedence. But further delay now will be prejudicial to all our interests. The necessity for this enlargement can best be realized if we remember that the present accommodations, are just what they were fifteen or twenty years ago, when the school had but fifty-four students. Not only this, but we have greatly increased the number of subjects to be taught, and doubled the length of the course. As a result, it is often necessary to carry on several recitations in the same room at the same time, which makes a great confusion. There are nine divisions to be taught, and only four recitation-

rooms. The only room for four of the teachers are the corners of the hall !

By moving the present Appleton-street Primary building to the rear of the lot, there is sufficient land to build the extension required to provide the increased accommodations. The new wing should be on Appleton street, and extend from the Rice School about 190 feet in length and 45 feet in width. There should be in this new building a lecture-room to accommodate at least 125 students; — a large gymnasium for the training of the Normal pupils, and also to give instruction to teachers already in the service; — a room for instruction in Manual Training large enough to accommodate an entire Grammar class; — a room for instruction in drawing; — a room for a Normal Kindergarten class; — a room for Normal classes in cooking, and several new class-rooms. This addition will probably cost \$75,000, and an appropriation for this amount should be asked for at an early day.

#### CIVIL-SERVICE LIST FOR JANITORS.

At the request of this Board, legislation was granted by the General Court so that all janitors having a salary of over \$300 per annum must, before being qualified, first be examined and certified by the Civil-Service Commissioners. This law has now been in operation more than three years, and with the completion of so many new school buildings has given opportunity to test its efficiency. In its practical working it has fully justified all that its friends claimed for it at the beginning. Vacancies are

filled whenever they occur, either by the promotion of the best man already in the service, or by the appointment of those who have the highest rank in the competitive list. The effect of all this has been to relieve the committee from all pressure for appointments to be made for political or other selfish reasons, and the whole service has been placed upon that higher plane where fitness, and not favoritism, is the test in all its appointments.

At the meeting of the Board November 22, an order was passed looking to the securing of such legislation as shall require all vacancies upon the truant force in the future to be filled under civil-service rules and examinations.

#### HEATING AND VENTILATION.

There is no subject which seems more perplexing than how best to heat and ventilate our school buildings, and there certainly are few questions on which there are so many diverse opinions. Some of the systems adopted in years past have been far from satisfactory; we might almost add, total failures. The difficulty has been increased in recent years, as recent legislation has made larger requirements in the matter of ventilation. By a regulation of the inspectors of public buildings, we are now required to furnish to each pupil thirty cubic feet of pure air per minute. It must be properly introduced, diffused, and exhausted. It is easy comparatively to fulfil two conditions, but not so simple to fulfil the three. In a large public building recently, the full amount of air required by law was introduced, and the exhaust shaft was suffi-

cient in capacity to remove the foul air; but the inlet and outlet were so arranged that the pure air went directly out of the exhaust shaft, while in some portions of the room the air was foul and oppressive. It cost many thousands of dollars to correct the error. Many of the old systems which have been considered reasonably satisfactory in the past, do not supply more than one-third of the air now required under the present regulations. Of the systems that do fulfil the requirements of the law, it has been the one purpose of the committee to find that which is best, not forgetting the all-important consideration of expense.

By the rules of the Board all plans for new buildings, including the method of heating and ventilation, must first have the written approval of the Superintendent of Schools. Mr. Seaver has given much thought and consideration to this subject, and the City Architect has also given it most thorough and patient study.

While the heating and ventilation, like all the other details of the building, must largely depend upon the judgment of the Architect, who feels the responsibility of the success or failure of his plans most keenly, yet on this subject the City Architect, Superintendent Seaver, and the Committee have been a unit not to adopt any one system, but to try several, with the hope, under our own observations and a fair test, to ascertain, in two or three years' time, by absolute experiment, what is really, on the whole, the best for our schools.

The systems adopted in the various new buildings already completed are as follows:

Roxbury High School. Heating, by direct radiation, with fresh air heated to 70 degrees and forced into each room. An electric exhaust fan gives special ventilation for the lavatories. This system was designed by Mr. Frederick Tudor.

The Henry L. Pierce, Bowditch, Prince Primary, and Plummer have the Fuller and Warren system.

The Robert G. Shaw and North Brighton Grammar Schools, and the Lowell School Primary and Blackinton Primary, have the Sturtevant system.

The B. F. Tweed and Williams Primary Schools have the Indirect natural system.

The Glen Road Primary, Bowditch District, has a fan with a gas-engine.

#### PUBLIC-SCHOOL ART LEAGUE.

In May of this year a communication was received from the Public-School Art League, which has for its object the promotion of art culture by the decoration of the walls of our public schools, asking us to designate some room most desirable for initial action. This generous offer was most heartily accepted, and a proper room suggested. This movement seems so commendable, that we refer to it here more in detail.

The League was organized May 20, 1892. Its *creed*:

Love of Art, that it may be more widely known and more highly appreciated; believing that Art refines the mind, enriches the heart, elevates the soul; that Art is one of the essentials of

the perfect life, and that the refinement which comes from the presence of an association with works of Art is an important element and aid in the development of character, both mentally and morally.

Its *aim* is

(1.) By daily contact with objects of Art, to bend, educate, and elevate the mind of the young to familiarity with, liking for, and due appreciation of, things beautiful (not necessarily useful), and correct standards in the Art of architecture, painting, and sculpture, and the lives of those who have made the arts noble: to the end that the children of the present generation may, when they come to man's estate, reject the false, demand the true, and so raise the Art of our time and country to a plane which will, in ages yet to come, reflect true greatness, and not material aggrandizement. (2.) To place upon the walls of school-rooms objects of Art, in the shape of casts, photographs, engravings; of statuary, buildings, and paintings, illustrating recognized standards in Art; also Art centres, as Athens, Rome, Florence, Venice; also portraits of the old masters; also original works by leading artists, foreign and American. We believe this movement to decorate our school-rooms is worthy the sympathy and support of all our citizens.

The *end* can be gained through legacies and gifts of worthy objects of Art by individuals for general distribution or special use, and by donations of money for specific purposes, such as the decoration of rooms marked for memorial or historical interest.

The League, although it has been restricted in its selection on account of its insufficient means, has already decorated two rooms, one as a Roman room in the English High School (Room 4), and Miss Bigelow's room in the Rice Primary School.

Room No. 4 contains the following:

Photograph of "The Arch of Constantine."

" "The Temple of Vesta."

Photograph of "The Colosseum."

" "St. Peter's (exterior)."

" "St. Peter's (interior)."

Cast. Bust of Cæsar.

" "Virgil.

" "Marble Faun.

" "Eros.

" "Cicero.

Consols, supporting casts, of the same design as those for a similar purpose in the Vatican.

The National Flag.

The State Flag.

Miss Bigelow's room contains the following:

Portrait (print) of Longfellow.

" "Whittier.

" "Bryant.

Engraving of Columbus at the Court of Ferdinand and Isabella.

Engraving of Pharaoh's Horses.

Casts of Boys' Heads, by Donatello.

" (panel) of Dancing Boys, by Della Robia.

" (Houdon's) Bust of Washington.

The National Flag.

The State Flag.

We are beginning more and more to realize the importance of teaching through the eye. It is the age of object teaching. The children from all classes of society gather together in our public schools, many of them coming from homes of poverty and want, where everything is the plainest and simplest. If these children are to be elevated to appreciate that

which is beautiful, it must commence in the school life. This is the formative period, when their minds can be enriched and ennobled. It is for us, therefore, to give this new movement our heartiest indorsement.

#### FUTURE NEEDS FOR NEW SCHOOL-HOUSES.

The question has been asked of members of the Board by His Honor the Mayor as to the needs for new buildings looking forward not to the immediate future only, but for a period of two or three years. While it has not been the custom to do this in the past, we feel that some such comprehensive plan is eminently wise. Provision should be made somewhat in anticipation of the want, and not compel the children to take poor temporary accommodations or to alternate with other children for a part of the day, while waiting for new buildings to be erected. We have, therefore, prepared a list of the probable needs for new school buildings and enlargements for the next two or three years. It ought, however, to be said that this list cannot be considered wholly complete, and in the shiftings of population other necessities may arise more imperative than many contained in this summary. Some years ago it was supposed a school building in one section could not much longer be needed, and would by this time be given up. Instead of this, however, the building has been enlarged to make provision for the great numbers of children, and another building will have to be provided in the immediate vicinity. The list, however, may be of some service to our successors.

We feel it will be most valuable to arrange this

list by the geographical sections of the city, leaving it to the new committees from time to time to determine what needs are most imperative. We have, however, marked those wants that have already been approved by the School Board.

*East Boston.*

A new Primary School in the Emerson District to take the place of the building now leased by the city in that section. The old building recently given up at Orient Heights may possibly be wisely moved and enlarged for the above purpose.

*Charlestown.*

A new eight-room building for the Moulton-street Primary. If possible, the lot should be enlarged, as it is too small for a building of the size required. The present school-house is one of the worst in the city.

(Appropriation asked for April 26 and Oct. 11, 1892, \$55,000.)

A new Primary on Adams and Chestnut streets, on land purchased in 1892; this building to be provided with manual training shops for the Charlestown District.

Land should be secured at an early day for a new Primary School in the Harvard District, as there are very few vacant lots now remaining suitable for such a purpose.

Additional land is needed for the Harvard Hill Primary, in order to provide for better sanitary arrangements.

The Primary School in Cross street, Warren District is small, the building is very old, and the lot is one of the smallest in the city. Some provision should be made at an early day to give better accommodations for this section.

*Old Boston.*

Site and new Grammar building in the Bowdoin District. The present building is too small, and it has been pronounced by both the City Architect and Superintendent of Public Buildings as not fit to alter. This is one of the most imperative of our needs, and by vote of the Board, November 8, the committee are endeavoring to procure a lot sufficiently large for a new building.

Site and new Primary building for the Hancock District. The present buildings are all full, and the Cushman School can be said to be dangerously crowded. We are trying to obtain a lot under vote of the Board, December 13.

The Prince School, Newbury and Exeter streets, needs an addition at an early day. The Primary scholars in this district have greatly increased, six of the eight rooms in the new building opened in September being already occupied, and another year will probably fill the building. Some provision must be made, therefore, for these scholars when they wish to enter the Grammar School, and it can be done most economically by enlarging the present building. This addition will also provide for manual training and cooking rooms in the basement, for a larger hall, and for other necessities greatly needed in this

crowded building. As land all through this section is so very expensive, it is economy for the city to enlarge this building rather than incur the enormous expense of another site for a second Grammar building.

The Primary School in Genesee street, Quincy District, should be enlarged by the addition of two rooms. There are at least fifty children in this section at present unprovided with any accommodations whatever. This was acted upon by the Board Dec. 13, 1892.

*South Boston.*

Site and new Primary building near South Boston Point.

Site and new Primary building south-west of Dorchester Heights, in the vicinity of Mercer and Eighth streets.

As the present Grammar Schools in this division are now full, and the numbers are constantly increasing, it will probably be necessary at an early day to provide a new Grammar building on some site to be determined.

Site and new Primary between Washington Village and the old Dorchester line, in a section which is very rapidly being built upon.

Site and a small Primary building on northerly side of Dorchester Heights, above Dorchester street.

The necessity for the enlargement of the Parkman School lot on Silver street was reported upon by the Board May 10, 1892, and a request was made for an appropriation of \$15,000, to be used under certain conditions therein expressed.

*Roxbury.*

A new Primary School on Eustis street, Dearborn District, to replace the present building, one of the poorest in the city, and which should have been abandoned years ago. Approved by the Board Oct. 11, 1892.

A new Primary for the Munroe-street School, Lewis District. The present building is very small, and a larger one has been needed for several years. An addition was made to this lot some months ago in anticipation of this need.

An addition to the Lewis School, as explained in report made Nov. 8, 1892, the expense not to exceed \$5,000.

*Dorchester.*

A new Grammar School, twelve rooms and a hall, Gibson District, Mount Bowdoin, asked for March 24, 1891, and again Oct. 11, 1892. The plan for this building will be prepared this winter, and work should commence as early in 1893 as possible.

Site and new Grammar building for the Stoughton School. The Board passed an order at the meeting Nov. 22, 1892, asking the City Council to take the lot corner of Dorchester avenue and Richmond street by right of eminent domain. This section of the city, which is growing so rapidly, is in great need of a new building at once.

A small, two-room, wooden Primary School should be provided at once on the lot of land set apart for school purposes on Morton street, corner Norfolk

street. The Thetford-avenue School is full, and there are now no accommodations for the Primary children in this section. Approved by the Board Nov. 8, 1892.

Site and Grammar building, Harris District. The committee have advertised for proposals for land under order of Board, Oct. 25, 1892.

### *Roslindale.*

A new six-room Primary building on the lot on Canterbury and Sharon streets, bought May 4, 1891. An appropriation for this building was asked for March 24, 1891, and again Oct. 11, 1892. It is one of the most urgent needs of the whole city, and should be built in the spring of 1893.

A new Primary building on Beech street, the appropriation having been made in April, 1891.

Site and Primary building in the vicinity of Hewlett street, to accommodate the small children who live to the west of the railroad, and are now compelled to cross the railroad at a very dangerous place.

### *West Roxbury.*

A new Primary building on the new lot purchased some months ago on Gardner street. The building in this section is one of the oldest and poorest in the whole city, and is one of the wants that has been before the School Board for years, but for which no appropriation has as yet been obtained.

*Brighton.*

A new two-room Primary building on Tremont and Nonantum streets, Brighton. This lot was purchased in 1892. We have a balance of \$6,000 unexpended on this appropriation, and we need \$6,000 more to provide for the building, which request was made Oct. 25, 1892.

There has been an urgent call from time to time for some school accommodations in the vicinity of Englewood avenue. Children in this section are either compelled to go to Brookline or come into Boston on the electric cars and attend the Prince School. Efforts have been made to secure a proper location, but as yet without success. Some provision will be required for this section at an early day.

*Normal and High Schools.*

The enlargement of the Normal School, Appleton street, as previously noted in one section of this report, is greatly needed.

The Girls' High School on West Newton street is now full, and some provision must be made at an early day for future growth. An estate adjoining the present building will probably be offered for sale the coming year, and it will be for our successors to decide whether or not the purchase of this estate may not be the best solution of this problem, and provide for the necessities of the future for years to come.

The question of a new High School for the Dorchester District has been before this Board for nearly two years, as the present building is altogether too

small to provide properly for this section with its great population. An appropriation of \$12,000 to procure a lot was granted by the City Council May 24, 1892, and an appropriation for a building will be necessary at an early day.

The West Roxbury High School is now full, and provision for larger accommodations cannot be much longer delayed. To provide for this necessity the adjoining lots to the present site were purchased June 14, 1892, as in the judgment of the City Architect it would be more economical to build an annex to the present building, situated as it is on a side hill, rather than attempt to enlarge it.

#### OUR TEACHERS.

The most important fact to be considered in this report, as in all school reports, is our *teaching force*. There are in the service of the city at the present time in various capacities more than 1,500 teachers. The power which these persons have for good can never be measured. Gathered about them for five hours a day, and for five days in the week, are children and youth whose habits and characters are being forever fixed. It is evident that after the child reaches the school age, the instructor, in many cases at least, touches the child more hours and at more points than even the parents. In the morning the father hurries away to the work of the day, and the mother takes up at once the household cares. At night there are the scores of interruptions, and the numberless appointments which come to all in our busy age. In many homes there is neglect and in-

difference of that which concerns the welfare of the child, and it is the *teacher* that is the real moulding force in these lives. It is because of all this that the vital question, the question which is before all others in importance, is the *character of our teachers*. We may have new buildings, with the best of text-books, and every modern appliance, but unless there are teachers with high purposes and noble resolves, all other things are of little value. They will only serve to make more striking and conspicuous the failure. Ralph Waldo Emerson was right when he said, "I do not care to ask what branches my daughter shall study, but only to whom I shall send her to be taught." There are some into whose presence we come who instinctively inspire in us everything that is noblest and best. There is an atmosphere about them which lifts us out of all that is mean and selfish and unholy.

It is because of the subtle power of example always, as well as from the fact that in the case of our teachers it is to continue through so many hours of so many years, that more and more the School Board have been laying stress in its appointments upon the character of its appointees. As "the chief aim of an education should not be acquisition of knowledge, but the acquisition of such knowledge and by such methods, in such an atmosphere, under such incitements and example, as minister to the formation and upbuilding of good character," therefore we must sacredly prevent the entering into our service of any who cannot bear the severest test in this regard. The stream can never be purer than the

fountain head. It is a pleasure for us to report that, as a whole, our teachers grade high in both character and scholarship, and for the most part they are animated by noble purposes, and regard their positions as a trust. But after all this has been said, we believe that this Board can exercise even greater care still in its appointments. There is very great danger in the appointment of too many young and immature teachers, with no high moral earnestness, looking to teaching as only a means of a livelihood, with no proper conception of the supreme importance of the teacher's profession. This profession, while not so conspicuous as some, is none the less mighty in its influence. It is like the great forces of nature which so silently do their work. Has any one ever felt the world jar as it spins upon its axis, or heard a creak of the machinery that lifts the tides? God's greatest forces are usually silent. So, when we think how our teachers are moulding those who are to shape the future of our land, and yet notice how quietly it is all done, then we can truly say this work is like God's. The teacher's profession is a very serious one, and those who do not thus consider it should never be permitted to enter it. On the other hand, those now in the service who do not feel it to be such, should leave it forever to those who have some proper conception of its supreme dignity and importance.

SAMUEL B. CAPEN, *Chairman*.

EDWIN H. DARLING.

THOMAS F. STRANGE.

## STATISTICS.

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It has been the custom to give, in the annual reports, for the purpose of comparison, statistics, showing the number of schools of various grades, the number of teachers employed, and the number of pupils attending the schools. The statistics of the schools are returned to the office semi-annually in January and June. The statistics included in the annual reports are for the year ending June 30. These statistics for the year ending June 30, 1892, are as follows:

Number of persons in the city between five and fifteen years of age, May 1, 1892 . . . . .		73,176
Whole number of different pupils registered in the public schools during the year ending June 30, 1892 :		
Boys . . . . .		36,544
Girls . . . . .		34,009
Total . . . . .		<u>70,553</u>

### REGULAR SCHOOLS.

<i>Normal School.</i> — Number of teachers . . . . .	10
Average number of pupils belonging . . . . .	159
Average attendance . . . . .	153
<i>Latin and High Schools.</i> — Number of schools . . . . .	10
Number of teachers . . . . .	120
Average number of pupils belonging . . . . .	3,343
Average attendance . . . . .	3,145

<i>Grammar Schools.</i> — Number of schools . . .	55
Number of teachers . . . . .	740
Average number of pupils belonging . . .	30,944
Average attendance . . . . .	28,216
<i>Primary Schools.</i> — Number of schools . . .	476
Number of teachers . . . . .	476
Average number of pupils belonging . . .	24,859
Average attendance . . . . .	21,586
<i>Kindergartens.</i> — Number of schools . . . .	36
Number of teachers . . . . .	70
Average number of pupils belonging . . .	1,928
Average attendance . . . . .	1,352

SPECIAL SCHOOLS.<sup>1</sup>

<i>Horace Mann School for the Deaf.</i> — Number of teachers,	11
Average number of pupils belonging . . .	91
Average attendance . . . . .	80
<i>Evening Schools.</i> — Number of schools . . .	17
Number of teachers . . . . .	160
Average number of pupils belonging . . .	4,889
Average attendance . . . . .	3,069
<i>Evening Drawing Schools.</i> — Number of schools . .	5
Number of teachers . . . . .	27
Average number of pupils belonging . . .	601
Average attendance . . . . .	519
<i>Spectacle Island School.</i> — Number of teachers . .	1
Average number of pupils belonging . . .	14
Average attendance . . . . .	12

## RECAPITULATION.

Number of schools :

Regular . . . . .	578
Special . . . . .	24

<sup>1</sup> There are thirteen Manual Training Schools and fourteen Schools of Cookery, but as the pupils of the regular public schools attend them, they are not included in these tables.

## Number of teachers :

In regular schools . . . . .	1,416
In special schools . . . . .	199

## Average number of pupils belonging :

In regular schools . . . . .	61,233
In special schools . . . . .	5,595

## Average attendance :

In regular schools . . . . .	54,452
In special schools . . . . .	3,681

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## FINANCIAL.

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In the month of January the School Board sent to His Honor the Mayor the estimates of school expenses for the year beginning Feb. 1, 1892, and ending Jan. 31, 1893. This estimate, exclusive of furniture, repairs, alterations, and new buildings, was \$1,787,407. The estimates for furniture, repairs, and alterations, as made by the Superintendent of Public Buildings, was \$261,000; making a total of \$2,048,407. The City Council reduced the estimate to \$2,000,000. On account of this reduction of \$48,000, and to be absolutely certain that we should not exceed our appropriation, the greatest economy has been exercised in all repairs, and many things which should have been done in the summer vacation to care wisely for the various buildings have been postponed. Unless the city's property shall be allowed to deteriorate, this will make necessary a larger expenditure in future years.

It has been customary to present in the annual

report the expenditures for the year ending the first day of the preceding May.

Owing to a change made in the financial year by the City Council, the financial reports made to the Board during the past year cover only the expenditures from May 1, 1891, to Jan. 31, 1892, a period of nine months, which constituted the financial year of 1891-92, as fixed by the City Council.

The ordinary expenses for the nine months were as follows:

Salaries of instructors . . . . .	\$1,034,210 26
Salaries of officers . . . . .	45,638 33
Salaries of janitors . . . . .	78,652 64
Fuel, gas, and water . . . . .	56,665 22
Supplies and incidentals:	
Books . . . . .	\$37,965 01
Printing . . . . .	3,735 77
Stationery and drawing materials . . . . .	12,343 26
Miscellaneous items . . . . .	26,118 53
	<hr/>
	80,162 57
School-house repairs, etc. . . . .	204,879 27
	<hr/>
Expended from the appropriation . . . . .	\$1,500,208 29
Expended from income of Gibson Fund . . . . .	652 32
	<hr/>
Total expenditure . . . . .	\$1,500,860 61
Total income . . . . .	31,352 81
	<hr/>
Net expenditure . . . . .	<u>\$1,469,507 80</u>

The net cost for carrying on each grade of schools for the nine months was as follows:

Normal, Latin, and High Schools . . . . .	\$214,312 40
Grammar Schools . . . . .	764,814 02
Primary Schools . . . . .	397,096 42
	<hr/>
<i>Carried forward,</i>	\$1,376,222 84

<i>Brought forward,</i>	\$1,376,222 84
Horace Mann School . . . . .	6,404 63
Kindergartens . . . . .	36,777 06
Evening High and Elementary Schools . . . . .	30,569 77
Evening Drawing Schools . . . . .	8,023 28
Manual Training Schools . . . . .	10,718 34
Supplies purchased but not delivered . . . . .	791 88
Total net expenditure . . . . .	<u>\$1,469,507 80</u>

For fifteen years previous to the time in which the above expenditures were incurred, the cost for carrying on the schools, exclusive of furniture, repairs, and new school-houses, was as follows:

YEAR.	Expenditures.	Income.	Net Expenditures	No. of Pupils.	Rate per Pupil.
<b>1876-77</b> . .	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
<b>1877-78</b> . .	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
<b>1878-79</b> . .	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
<b>1879-80</b> . .	1,416,852 00	49,090 28	1,367,761 72	53,981	25 34
<b>1880-81</b> . .	1,412,763 96	73,871 08	1,339,892 88	54,712	24 49
<b>1881-82</b> . .	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
<b>1882-83</b> . .	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
<b>1883-84</b> . .	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
<b>1884-85</b> . .	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
<b>1885-86</b> . .	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74
<b>1886-87</b> . .	1,485,343 29	33,388 28	1,451,955 01	62,259	23 32
<b>1887-88</b> . .	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10
<b>1888-89</b> . .	1,596,949 08	39,585 52	1,557,363 56	64,584	24 11
<b>1889-90</b> . .	1,654,527 21	39,912 30	1,614,614 91	66,003	24 46
<b>1890-91</b> . .	1,685,360 28	41,209 06	1,644,151 22	67,922	24 53

The Legislature of 1889 transferred the responsibility of purchasing furniture and making repairs from the Public Building Department of the City Council to the School Committee; and under date of

May 27, 1890, the School Board gave authority to the Superintendent of Public Buildings to do the work and draw upon the City Auditor for the expenses incurred.

Since May 1, 1891, the bills for furniture and repairs have been approved by the Committee on Accounts of the School Committee, who include the expense in their regular monthly draft.

The following table shows the cost for repairs needed and furniture furnished the schools from 1876-77 to 1890-91, inclusive, a period of fifteen years. The first fourteen years the expenses were under the direction of the Public Building Department. The last year (1890-91) the expenses were under the direct supervision of the School Committee.

YEAR.	Expenditures, Pub. B'lding Com.	Income.	Net Expenditures, Pub. B'lding Com.	No. of Pupils.	Rate per Pupil.
<b>1876-77</b> . .	\$165,876 72	. . . . .	\$165,876 72	50,308	\$3 30
<b>1877-78</b> . .	126,428 35	. . . . .	126,428 35	51,759	2 45
<b>1878-79</b> . .	114,015 32	. . . . .	114,015 32	53,262	2 14
<b>1879-80</b> . .	98,514 84	. . . . .	98,514 84	53,981	1 82
<b>1880-81</b> . .	145,913 55	\$205 00	145,708 55	54,712	2 66
<b>1881-82</b> . .	178,008 88	247 50	177,761 38	55,638	3 19
<b>1882-83</b> . .	189,350 83	231 00	189,119 83	57,554	3 29
<b>1883-84</b> . .	186,552 18	300 00	186,552 18	58,788	3 17
<b>1884-85</b> . .	198,059 11	526 50	197,532 61	59,706	3 31
<b>1885-86</b> . .	188,435 63	137 50	188,298 13	61,259	3 07
<b>1886-87</b> . .	171,032 71	295 92	170,736 79	62,259	2 74
<b>1887-88</b> . .	243,107 89	221 00	242,886 89	62,226	3 90
<b>1888-89</b> . .	251,736 17	153 00	251,583 17	64,584	3 90
<b>1889-90</b> . .	262,208 75	850 20	261,358 55	66,003	3 96
<b>1890-91</b> . .	263,860 16	208 00	263,652 16	67,022	3 94

## MANUAL TRAINING EXHIBIT

OF THE

PUBLIC SCHOOLS OF BOSTON AT THE EIGHTEENTH EXHIBITION OF THE MASSACHUSETTS CHARITABLE MECHANIC ASSOCIATION, 1892.

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At the request of the Massachusetts Charitable Mechanic Association the Committee of the School Board in charge of the Department of Manual Training furnished at the Fair of this Association, which closed Dec. 3, 1892, an exhibition of the work accomplished in this department of instruction in the public schools.

During the continuance of the Fair, each Saturday, from 3 to 5 o'clock P.M., instruction in cookery and wood-working was given by the regular teachers to classes from the Grammar Schools. Tables and benches, such as are in use in the school-kitchens and work-rooms, were supplied, together with the necessary utensils and tools.

The following is a description of the Manual Training standing exhibit which was furnished the committee by Mr. George H. Conley, the Supervisor in charge:

The exhibit of work in Manual Training at Mechanics' Fair is not on a large scale, as the space provided does not admit of an extensive display; but

there is an ample amount in the manner of its arrangement to show the nature and progress of this important feature in public-school work.

Beginning with the Kindergarten, the initial steps in Manual Training are shown from the simple work based on morning talks to intricate weaving and paper-folding.

In the Kindergarten work in clay "the fundamental law of all true and adequate culture" is observed in the modelling of the sphere first and objects based upon it. The same law is followed in the systematic presentation of the clay-work of the Primary children. The sphere is the first type that the child is required to make, next comes the cube, and then the cylinder, each serving as a basis for the modelling of various objects. Succeeding these are the different combinations of the type-forms, as the pyramid and cone and their modifications.

The delineation of the method pursued in drawing in the Primary Schools is full and clear. First the child produces lines by folding paper after the manner shown or directed by the teacher; then he lays sticks along the lines thus made; and, after repeated exercises in paper-folding and stick-laying, he is led to reproduce in a drawing the lines and patterns which he has formed. Again, the pupil, using scissors, is required, under the eye and direction of the teacher, to cut out of paper a circle and other faces of the type-solids. The outline of each form thus made is reproduced later on with the pencil.

In the color-work, where paper-folding, and cutting and pasting, accompany the drawing, may be observed

the harmony and design, as well as the fine distinction of tint, standard, and shade, attained by the Primary pupils. There is a suggestion of color-work from the Grammar Schools also which indicates advanced taste and skill in blending and in designing.

From the simple elementary development of surfaces in the Primary to the complicated constructed objects in the Grammar classes the successive steps are illustrated.

The exhibit of clay-work from the Grammar Schools suggests the possibilities that may be attained by the development of the talent in this direction which abounds in the schools. This work comes from the North End districts, and much of it is the product of pupils of ungraded classes.

To note the crude beginnings of the children's work in the Kindergartens, and to observe through the Primary and Grammar Schools the growth of power and increase of skill, is interesting to every observer, and replete with suggestions especially to every teacher.

The work of the pupils of the free public Evening Schools on exhibition contains original designs of decided artistic merit, and they compare by no means unfavorably both in point of conception and execution with the product of the best professional schools.

But the main part of the exhibit is not in color or in clay. Specimens of wood-work done by the pupils in the different wood-working schools constitute the body of the exhibit. The preliminary and advanced stages of the work as exhibited serve for a

frame, as it were, to set off the more useful, perhaps, but less ornamental work.

From the Sloyd school, on Appleton street, where the Swedish system of instruction was begun in this city, and where it continues to be taught with some modifications, and from the South Boston and East Boston wood-working schools, where the Swedish system, still more modified, is followed, are displayed specimens of the pupils' work. The working drawings, from which the objects were actually made, accompany the finished work of the pupils. Photographs of the work-rooms with the classes at work are also shown.

From the Eliot School, in Jamaica Plain, where a four years' course of instruction, based upon the Russian system, is pursued, specimens of the work of the pupils of each year appear in systematic gradation. Blue-prints with specifications and working drawings, made by the pupils and used by them as guides in their work, also accompany this group.

From the North Bennet-street School, charge of which was in September last assumed by the School Committee, the teachers' models of the course pursued are exhibited, together with a supplementary course in wood-turning for advanced classes.

Thus the different wood-working schools are represented. The specimens of work are so arranged as to show the different systems of instruction pursued and the progress attained in this branch of the Department of Manual Training.

## DESCRIPTION OF PLATES

ILLUSTRATING KINDERGARTEN AND MANUAL  
TRAINING WORK IN BOSTON  
PUBLIC SCHOOLS.

## PLATE I.

This plate shows children in a Kindergarten at work, with some of the results of their work.

## PLATE II.

This represents the work in clay modelling done by the children in the Kindergartens. Various flowers, plants, etc., as daisies and "pussywillows," are brought to the school by the children, and modelled by them in clay.

## PLATE III.

Clay modelling and form study in the Primary Schools, the next step following the work in the Kindergartens.

## PLATE IV.

Results of clay modelling in Primary Schools. Flowers, fruit, leaves, etc., are brought by the children and modelled by them in clay.

## PLATE V.

The making of geometrical solids carried on partly in the Primary and partly in the lower Grammar grades, and representing the advanced stages of paper folding and cutting.

## PLATE VI.

This plate represents the models showing the beginning of the knife work. This course is that of Mr. Gustaf Larsson, and commences with preliminary sloyd, followed by a course in whittling, all done in the school-room and adapted to classes VI. and V., or our lowest Grammar grades.

## PLATE VII.

This plate gives the models showing the continuance of Mr. Larsson's course for the advanced Grammar grades. This work is done in the Manual Training shops.

## PLATE VIII.

This plate shows the models of the final year in Mr. Larsson's course.

## PLATES IX. AND X.

These two plates represent the models of a four-years course in wood-working for the Grammar Schools as prepared by Mr. F. M. Leavitt, and is all done in the Manual Training shops.

## PLATE XI.

This represents the models of a two-years course in wood-working for the advanced Grammar grades as prepared by Mr. F. W. Kendall.

## PLATE XII.

This represents the models of a course in wood-working as prepared by Mr. B. F. Eddy, for the advanced Grammar grades.

## PLATE XIII.

This represents a class at work in the Manual Training School, and shows thirty benches, the number possible to be placed in an ordinary Grammar School room. It cares for the boys of one half the class, and in the case of mixed schools the girls composing the other half take their lessons in cooking at the same time.

## PLATE XIV.

This plate is given to show a whole class at work, with sixty benches. Experience has proved that when it is possible to have such large shops, the demonstration can be given from the blackboard for sixty pupils without difficulty.

## PLATE XV.

This plate shows a smaller class at work, with the arrangement of compartments for the incomplected work of the individual pupils.

## PLATE XVI.

This plate represents a class in sewing, dress draughting and cutting. The dresses worn by all these pupils were cut and made by themselves.

## PLATE XVII.

This plate shows a class at work in cooking, provision being made for one-half a full Grammar class.

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Plates XVIII., XIX., and XX. represent the elevation and first and second story floor-plans of the new Mechanic Arts High School.

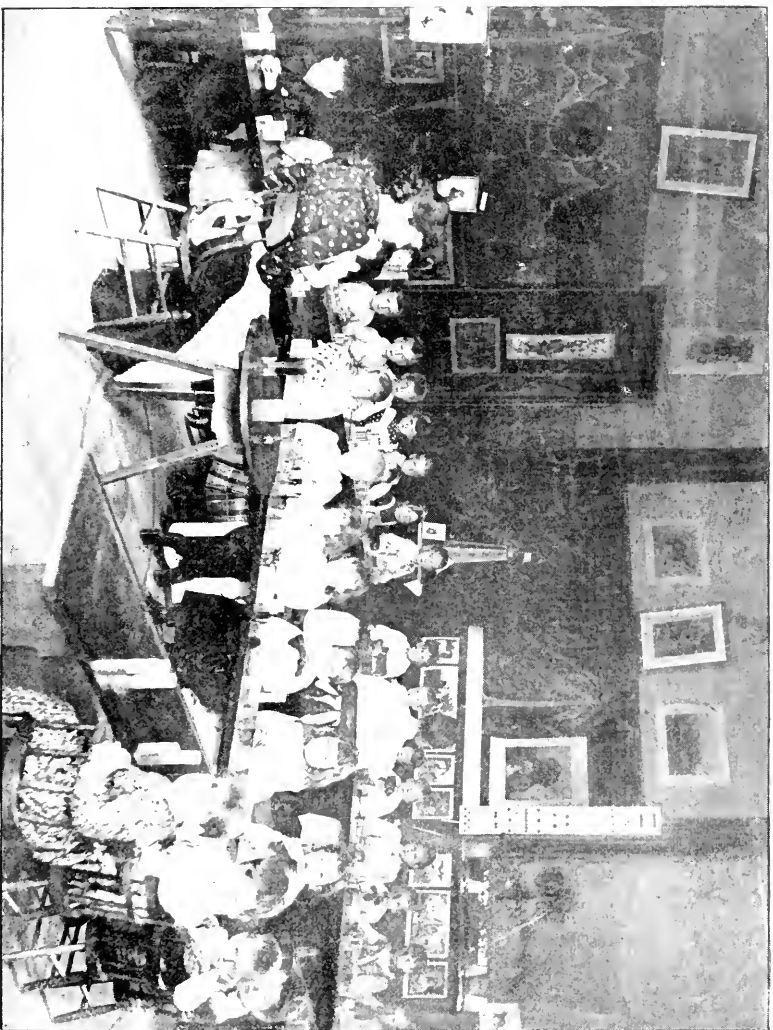


PLATE I.



PLATE II.







PLATE III.



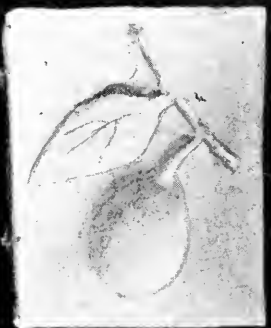


PLATE IV.





PLATE V.



FIRST YEAR

A PRELIMINARY SLOYD



B. WHITTLING IN THE SCHOOL-ROOM





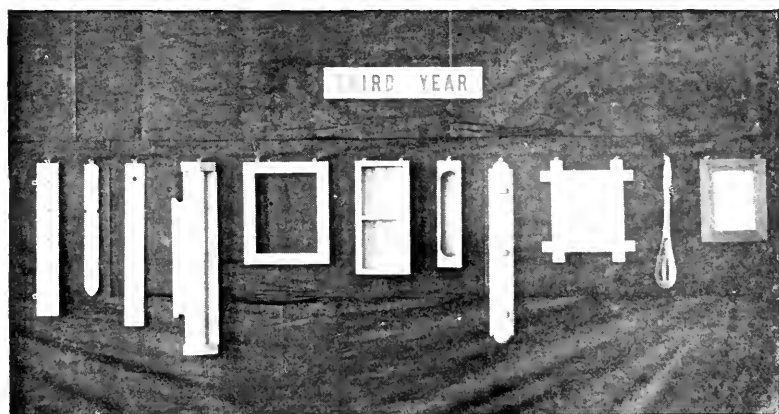
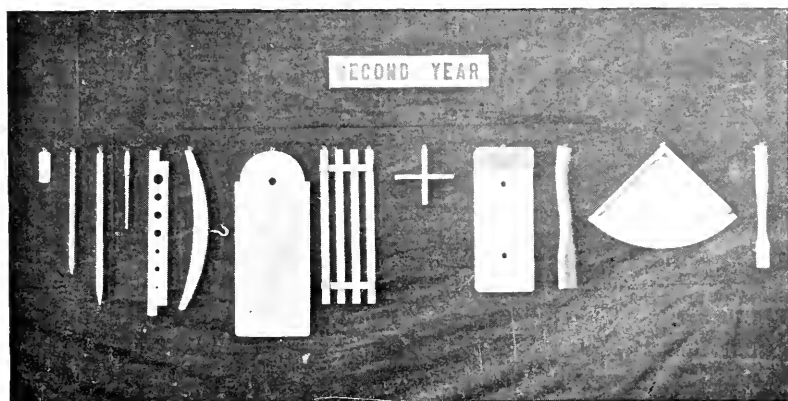
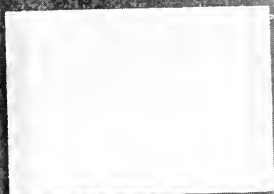
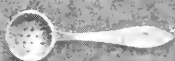


PLATE VII.



1013TH YEAR









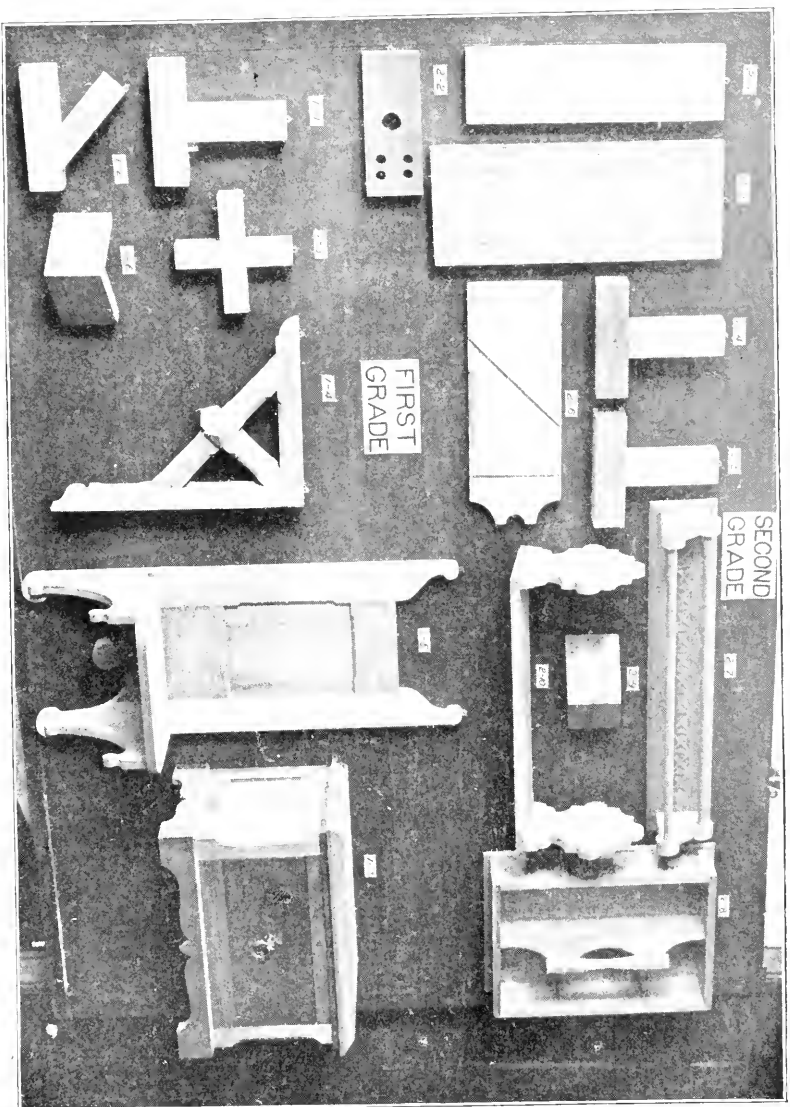


PLATE X.



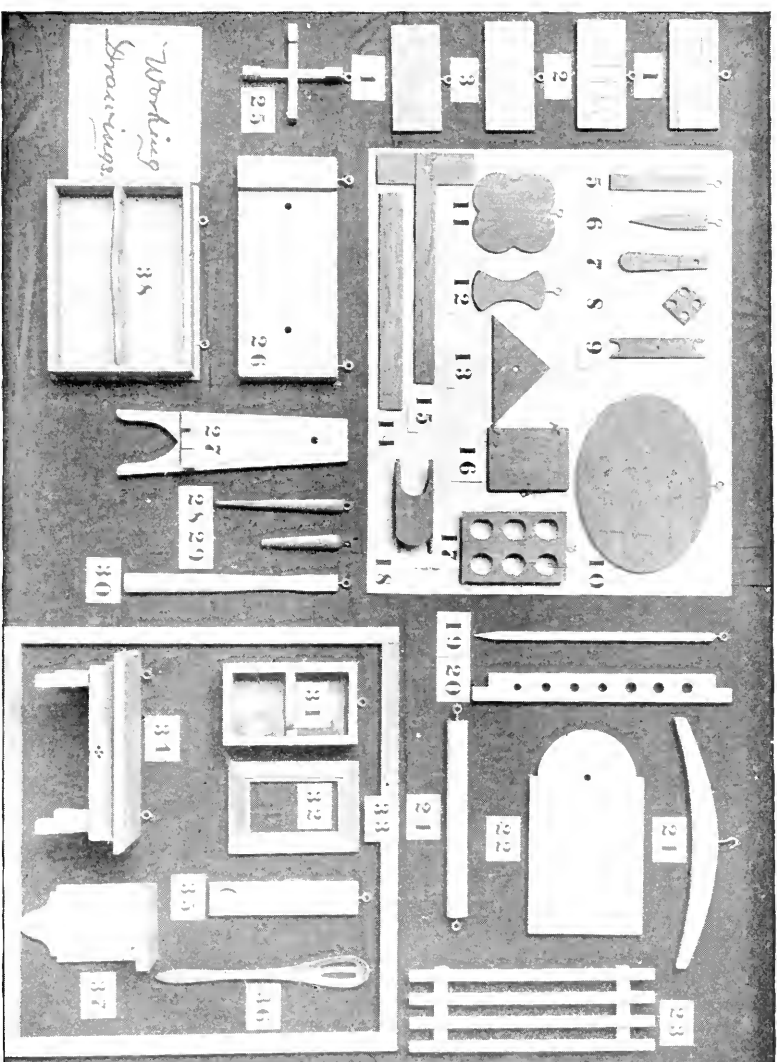


PLATE XI.



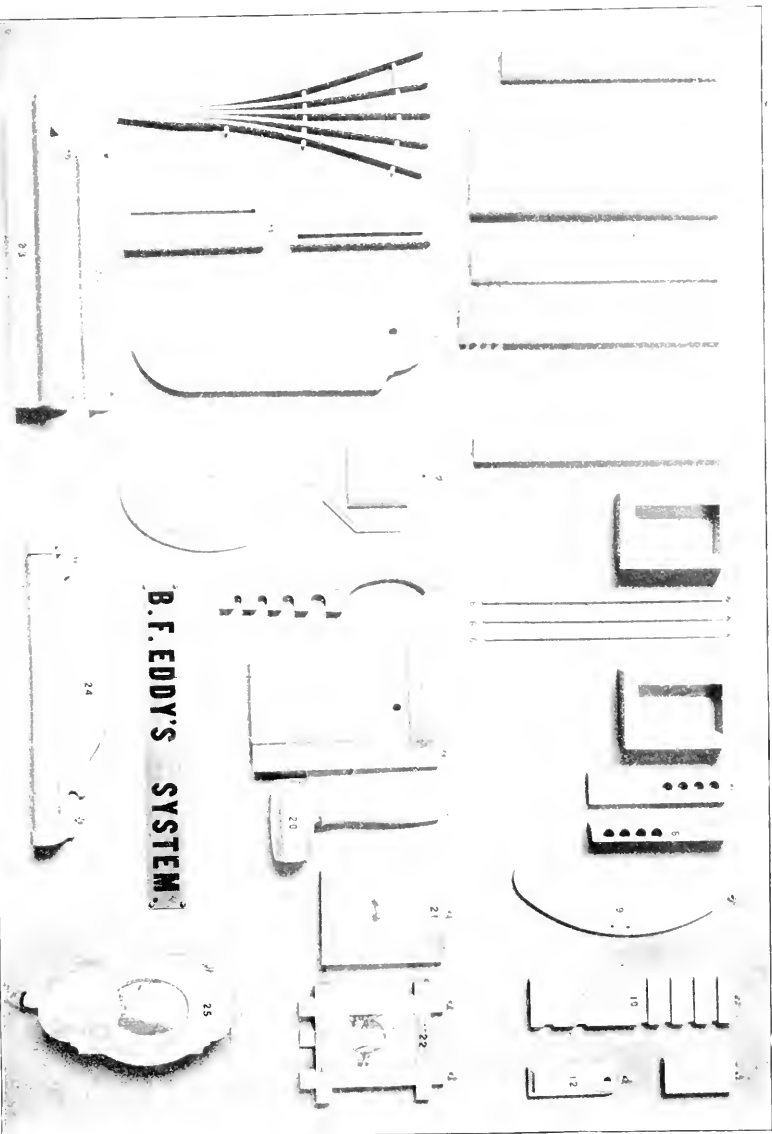


PLATE XII.



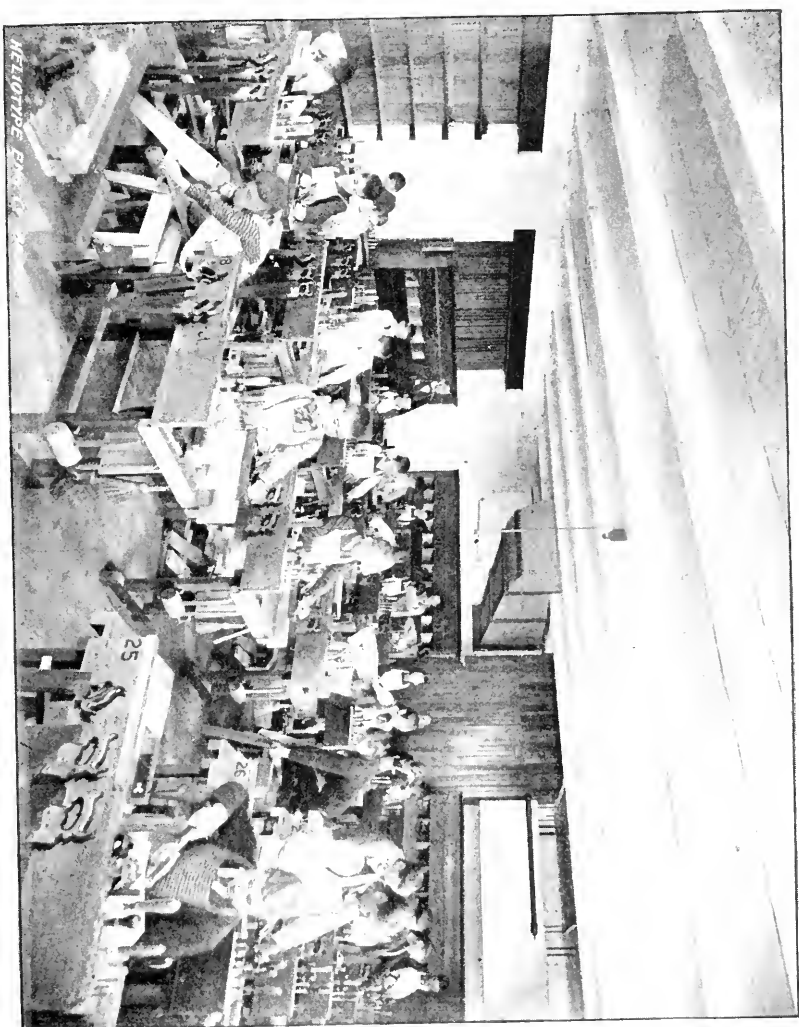


PLATE XIII.



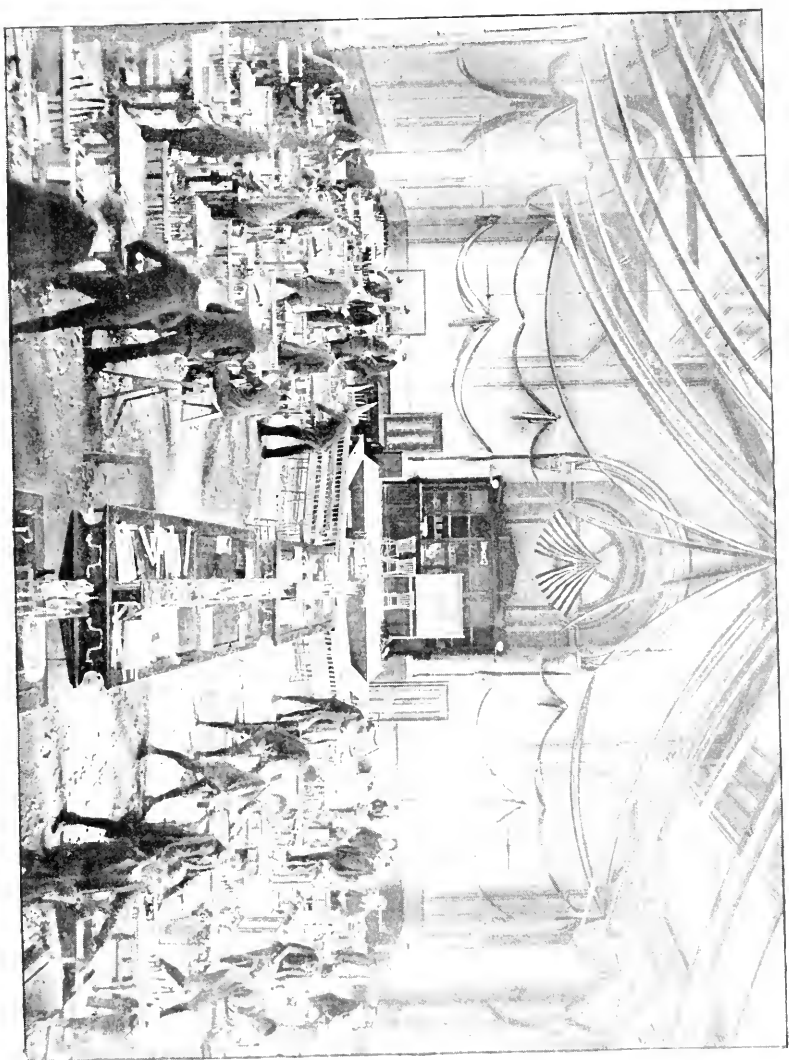


PLATE XIV.



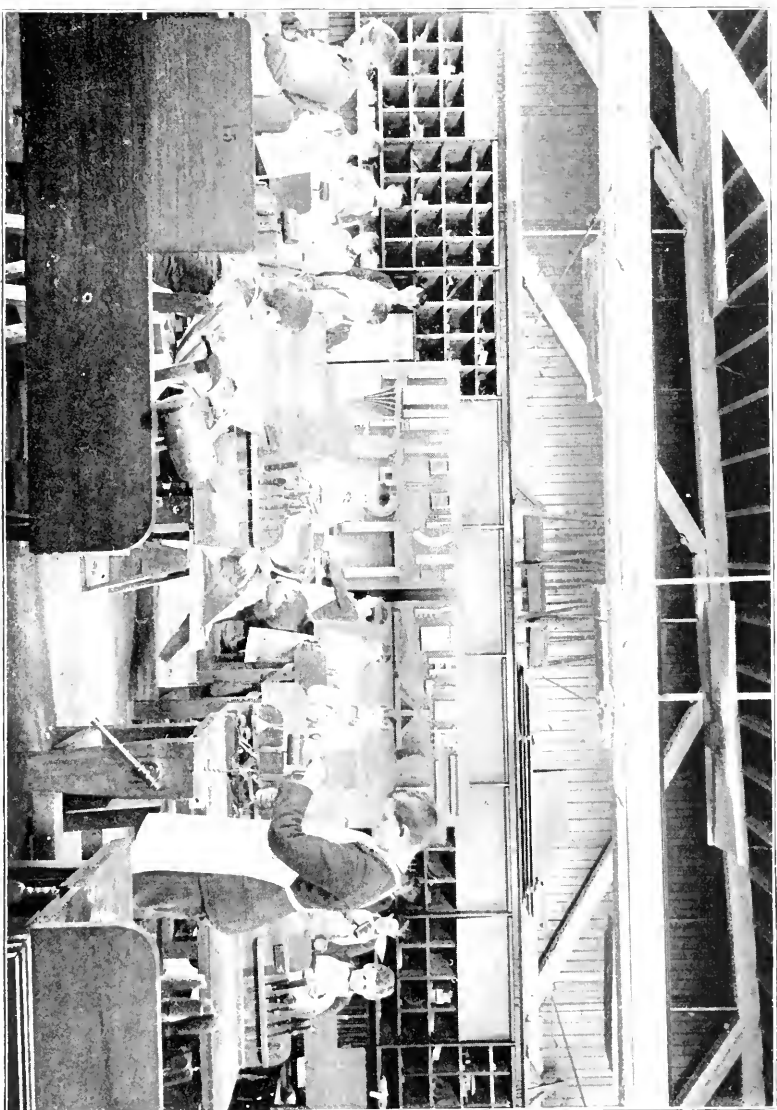


PLATE XV.





HELLOYSIE, ENG. CO. BOSTON



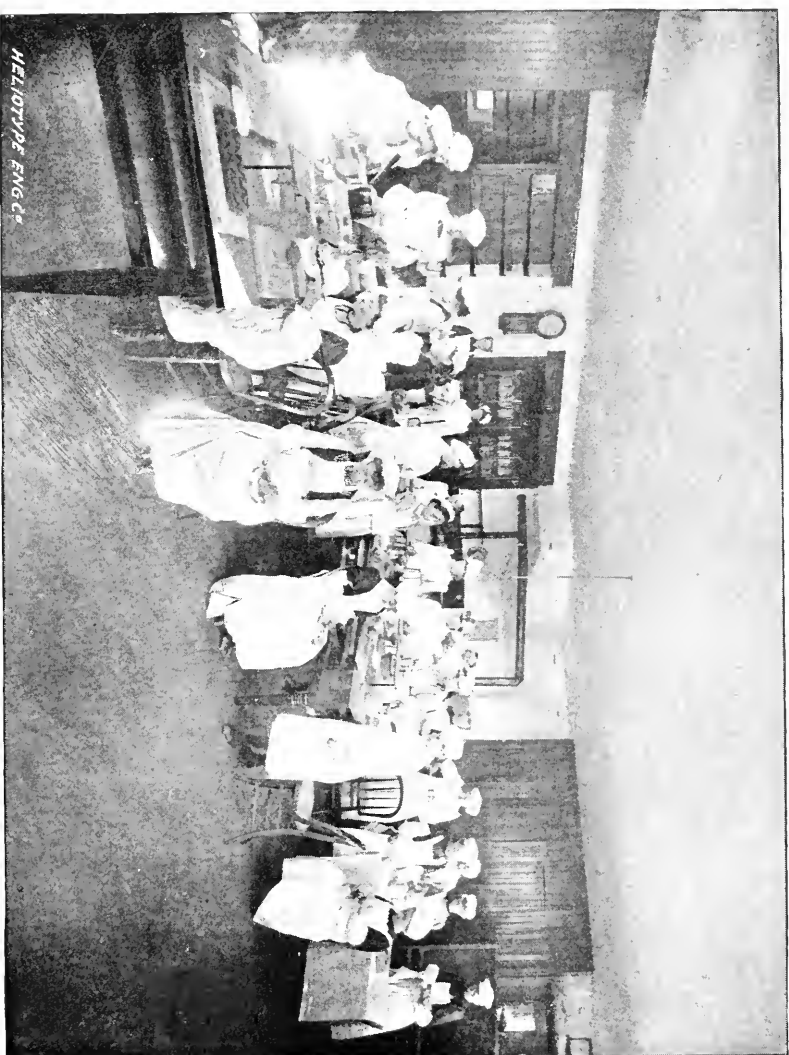
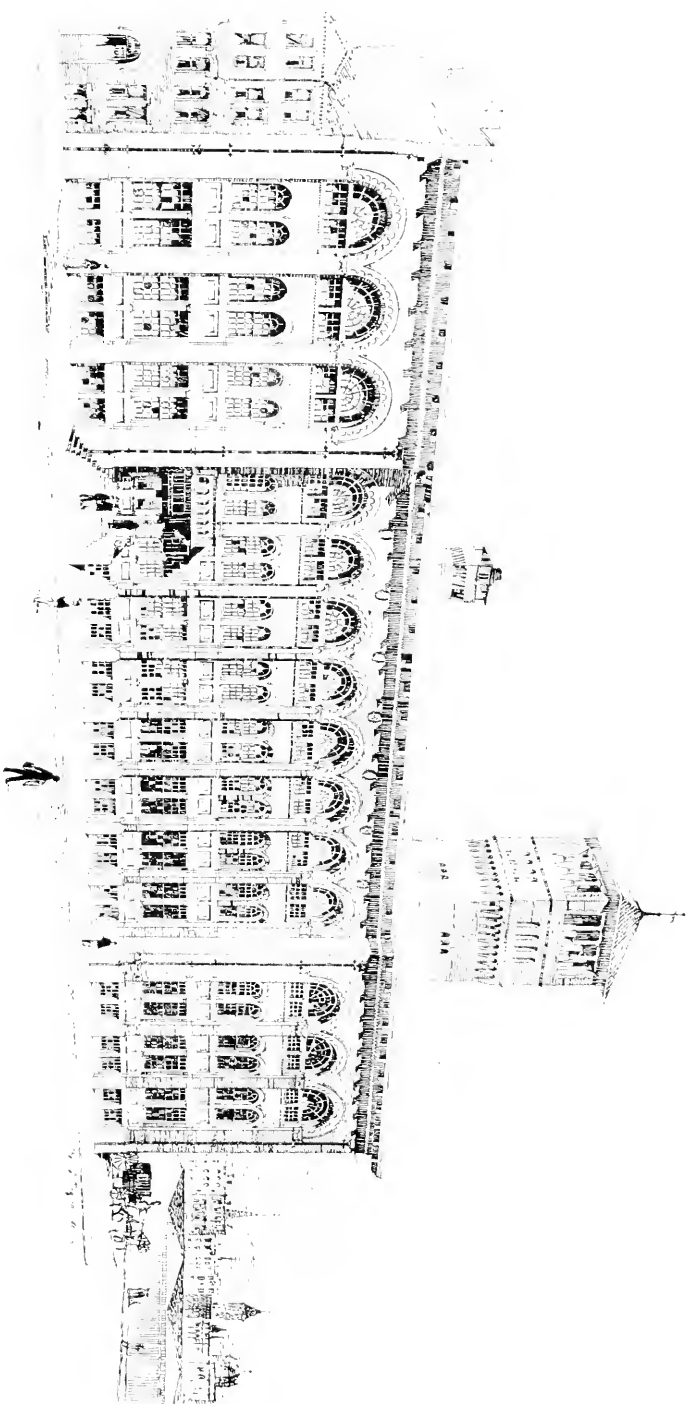


PLATE XVII.



PLATE XVIII. MECHANIC ARTS HIGH SCHOOL.





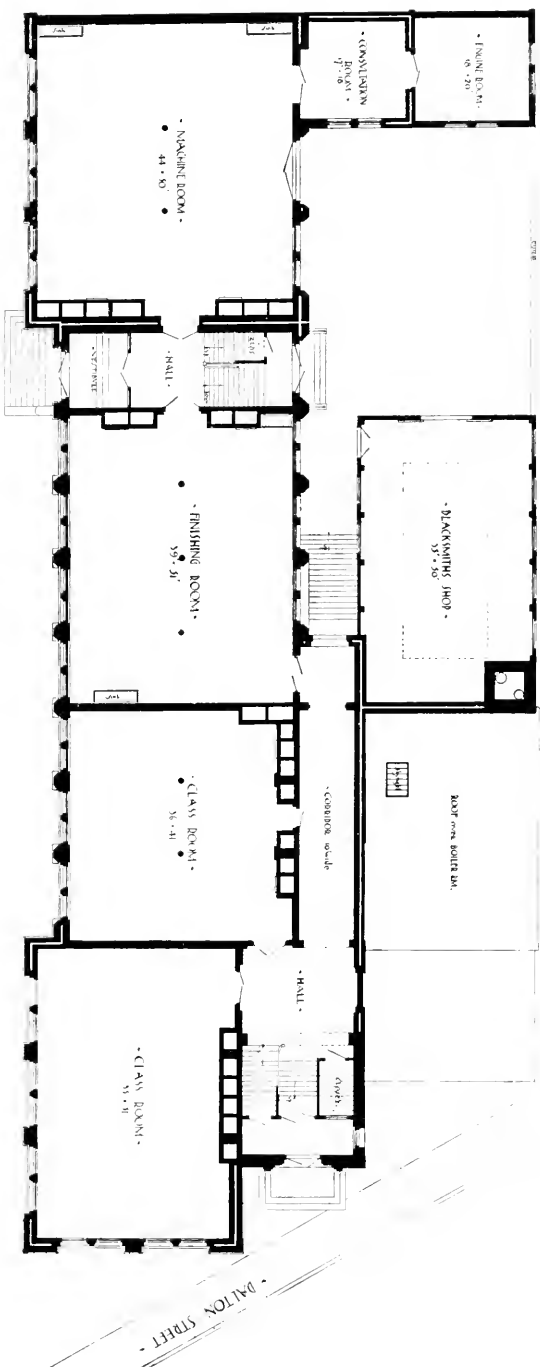
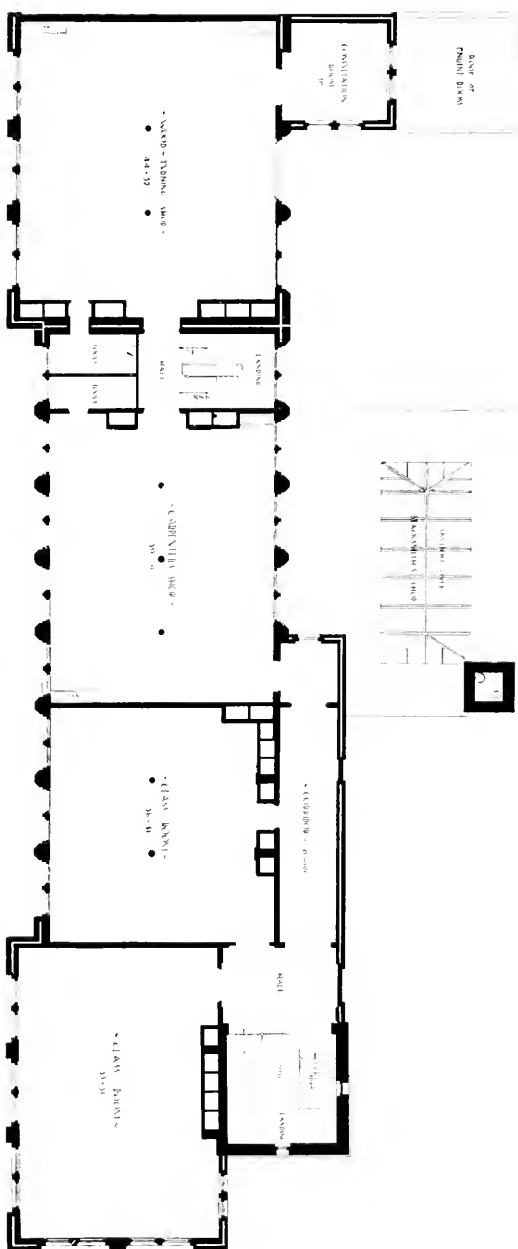


PLATE XIX.—MECHANIC ARTS HIGH SCHOOL.  
FIRST FLOOR.





\* DALTON 51 \*

PLATE XX. MECHANIC ARTS HIGH SCHOOL.  
SECOND FLOOR.



TWELFTH ANNUAL REPORT  
OF THE  
SUPERINTENDENT OF PUBLIC SCHOOLS  
OF THE  
CITY OF BOSTON.  
MARCH, 1892.



# REPORT.

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*To the School Committee:*

The Superintendent of Public Schools respectfully submits his twelfth annual report.

## STATISTICS.

The principal items to be found in the statistical tables appended to this report are here given side by side with the corresponding items from the statistics of former years, to facilitate comparisons.

The whole number of pupils belonging to all the day schools on the 31st day of January, each year:

1888.	1889.	1890.	1891.	1892.
58,471	61,100	60,502	60,994	62,009

Belonging to each grade of day schools January 31, each year:

Normal School:

122	170	178	176	182
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Latin and High Schools:

2,934	3,033	3,090	3,274	3,444
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Grammar Schools:

30,795	31,407	31,347	31,504	31,294
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Primary Schools:

24,620	25,416	24,421	24,462	25,098
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Kindergartens:

—	1,074	1,466	1,778	1,991
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The average number of pupils belonging to all the day schools during the five months ending January 31, each year:

1888.	1889.	1890.	1891.	1892.
58,223	60,126	60,367	60,919	61,661

The average number of pupils belonging to each grade of day schools during the five months ending January 31, each year:

Normal School:

124	153	183	188	197
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Latin and High Schools:

2,975	3,082	3,213	3,322	3,488
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Grammar Schools:

30,840	31,448	31,777	31,675	31,398
--------	--------	--------	--------	--------

Primary Schools:

24,284	24,467	23,832	24,035	24,682
--------	--------	--------	--------	--------

Kindergartens:

———	976	1,362	1,699	1,896
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The average number of pupils belonging to the special schools during the time such schools were in session to January 31, each year:

Horace Mann School for the Deaf:

72	76	89	85	87
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Evening High:

1,274	1,473	1,998	2,132	2,148
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Evening Elementary:

2,085	2,330	2,968	3,243	2,848
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1888.	1889.	1890.	1891.	1892.
Evening Drawing:				
557	557	559	628	666
Spectacle Island:				
15	22	22	15	15

## PROMOTIONS.

For two years past tables have been constructed to show how many children there were in each grade who had been in that same grade more than one year; in other words, to show the numbers of children who yearly fail of promotion. These tables have drawn attention to a very important matter; for when we find twenty, thirty, and even fifty per cent. of a class failing to be advanced a grade for a whole year in some schools, and no more than five or ten per cent. so failing in other schools, we may feel sure that there is something wrong in the one case or in the other. Information for another such table has been collected this year, but the table has not been printed, because the state of facts disclosed does not differ materially from that of former years. Perhaps a year or two hence a table can be prepared which will show marked changes for the better. There is hope of this because the subject of promotions is this year engaging the earnest attention of the principals. There is no more vital question connected with the internal management of our schools. It is fundamental, and has bearings on many other questions which arise from time to time in public discussions.

Just now, for example, we hear and read much about "shortening and enriching the grammar-school

course," — a question which has been brought forward by an association of college presidents. In the general public discussion of this question, I do not propose to engage through the pages of this report, but merely allude to it now to show how the ground must be cleared of sundry preliminary questions before effective discussion can begin.

Before we can decide wisely about shortening the course, we must satisfy ourselves as to whether it is and is to be permanently necessary for large numbers of our pupils to spend more than a year in each grade, and considerably more than six years in doing a six years' course of study. If we are satisfied that this is not necessary, the reform should begin with our methods and standards of promotion; or with the rule prescribing fifty-six pupils to a teacher; or with the practice of organizing the lower grades in large divisions and the upper grades in small ones; or with the plan whereby a class receives all its instruction in all the different studies and exercises from one and the same teacher; or with the classification which yokes the bright and the dull together for a whole year, compelling the teacher to deal with the *average* intelligence of a class, and to permit the quicker and brighter pupils to take care of themselves or waste their time.

But if, on the other hand, we are satisfied that the present course of study necessitates seven years study with many, and eight or even nine years with not a few, then the course of study is the first thing to be attacked. Or if we find that the trouble grows, not out of the course of study theoretically considered,

but out of the practical interpretation thereof grown habitual in the schools, then this practical interpretation must be changed. Facts bearing on all these preliminary questions will be found in different parts of this report.

Returning now to the statistics of promotion gathered from the Reports on Organization which the principals rendered Oct. 31, 1891, there were found at that date nearly six thousand children who had not been advanced a grade for the whole year, between October and October. Some of these had been advanced "half a grade," and would be advanced another "half-grade" at mid-year; in other words, these were taking a year and a half to do a year's work. Others were so placed that the whole of this year in addition to the whole of last year must be spent in one grade, if indeed they should remain so long in school. Many become discouraged under such circumstances and drop out.<sup>1</sup>

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<sup>1</sup> In a certain school, which shall not be named, and so recently that the case has not yet lost its point, a second class of sixty pupils was thoroughly taught in all the studies of the year by one of the most able and faithful teachers in this city. The evidence is convincing that all these sixty pupils were well prepared for advancement to the first class. Of course, some were better fitted than others, if fitness be determined by reference to a scale of examination marks; but there was no doubt that the pupils who stood at the foot of that scale would have been much better employed on the new work of the first class than in going over again the work of the second class. Fifty-seven of the sixty returned to school after the summer vacation; but only forty-five were admitted to the first class. That was the limit set for the size of that class in that school. The other twelve were obliged to begin again the work they had entered upon twelve months before, and already done well enough for all practical purposes. Why? Because, under the greatest-good-to-the-greatest-number rule, the second class teacher must adapt his instruction to his forty-eight new pupils just up from the third class, rather than to the twelve old pupils from his last year's class. Why were not these

The six thousand non-promoted pupils were distributed by grades as follows:

GRADES.		Whole number in the grade, Oct. 31, 1891.	Number of these not promoted for one year.	Per cent.
GRAMMAR,	Class I. . . .	2,586	19	0.7
	Class II. . . .	3,664	365	10.0
	Class III. . . .	4,863	552	11.4
	Class IV. . . .	5,769	722	12.5
	Class V. . . .	6,863	901	13.1
	Class VI. . . .	6,698	621	9.3
	Ungraded . . .	1,312	209	15.9
PRIMARY,	Class I. . . .	6,305	173	2.7
	Class II. . . .	7,977	699	8.7
	Class III. . . .	10,460	1,696	16.2
Total,		<u>56,497</u>	<u>5,957</u>	<u>10.5</u>

If these numbers of non-promoted pupils were proportionately distributed among the schools, we might inquire for general causes affecting all schools nearly alike, as sickness, truancy, neglect, dulness, inefficient teaching by substitutes or others. But the distribution is far from proportional; the numbers being in some schools too small to deserve notice, and in others much too large to pass unnoticed. Evidently, then, we are to look, not for general

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twelve admitted to the first class? No good reason has yet been discovered. What has been the result? The result has been that these pupils were bored and discouraged. They have dropped out of school, one by one, until at last accounts nearly all were gone.

If such things had never been done save once in one school, there would be no justification for publishing this note; but the case is a representative one, and illustrates a too prevalent practice.

causes, but for peculiarities in the management of the several schools.

To keep the general attention directed to this important matter, it is proposed to ask the principals each autumn, after the organization of the schools is well settled, for a Report on Organization. These reports may be used to record the special circumstances whereby an unusually large number of non-promoted pupils in any class may be explained. Assuming a margin of ten per cent. as sufficient to cover all cases of non-promotion fairly referable to general causes, special explanations would be expected only when the number of non-promoted pupils rose above that limit to fifteen, twenty-five, or even fifty per cent. of the whole number in the grade. And these special explanations should allege something more than the general causes already allowed for in the ten per cent. margin; otherwise the explanation may fail to explain. A few special explanations quoted from this year's reports are here given, to illustrate the kind which do explain.

“The pupils (girls) in Classes II. and III. were in Second Division last year, and were not expected to do the full work of the grades, and most did poorly what was expected. Some had good reasons — sickness, sore eyes, etc. Some came from other schools, and were not prepared for the grade, but on account of age were permitted to try. Those in Class VI. were mostly those promoted to the grammar school on account of age. They were unfortunate in having a substitute a good part of the year. They are by no means yet ready for the fifth class.”

One division of boys has carried the designation Class IV. a year and a half, having entered on the work of that class before they were fully prepared for it. They will do some third class

work before their name is changed. The final result will be three years of the course accomplished in two years' time. [Substance of oral statement made by the master.]

"Insufficient school accommodations. . . . Promotions have been made to suit the capacity of the rooms. For two or three years it has been the aim in the school so to arrange the classes and grading that each teacher should teach only one grade. As a result, promotions have often been made when the pupils were not properly qualified. Many promotions were made in which the work of a whole year was skipped by some of the abler pupils. It was decided, in June last, to keep back those who had been too rapidly promoted, and to abandon the plan of trying to have one grade only to each teacher. Thus the large number of 'repeaters' in all grammar classes is, in part, the accumulation of three years."

"The larger number kept back in grades V. and III. of the grammar is due, in large measure, to the fact that, in the one case, I have but two [fourth] class-rooms for the three Vths, and, in the other, but one second class room for the two IIIs."

"The fact that we have admitted during the past year about fifty pupils either from a parochial school or direct from Ireland or the British Provinces may account in part for the number of non-promoted pupils. Also, the fact that many of our pupils are out of school at work some months each year may be considered."

"There are over four hundred boys in this school who were born in lands where the English language is not known, and who came here after they were eight years of age; and a large part of the rest of the boys hear no English at home. We are constantly receiving at the bottom and discharging from all grades — many before they have been in this country a year."

"There is not a child of American parentage attending school in this district. The inability of the children to speak English."

"The pupils kept back in Class III. had a substitute teacher most of the year and were not prepared for Class II."

"The reason why so many were kept back in the second class [grammar] is that they spent too much of the time fooling."

"Most of the non-promoted in Class IV. spent the year in worrying substitutes."

“The teacher of the lowest division of that class [fifth] was absent during the entire school year, and the class was not fitted properly for promotion.”

“One of the third classes in the primary school was formed late in October, 1890, and had three teachers during the year. The regular teacher was absent, on account of sickness, for three months. If she had remained, a much larger percentage would have been promoted.”

“The great number of ‘stay-overs’ in the two lowest classes of the primary school is due to the fact that many of the children are taken from school for weeks and months at a time during the cold season.”

“In outlying districts like ours the attendance in the lower primary grades is very irregular during the winter months.”

“The large number of non-promoted in Class III. primary includes those who entered the class in May and June last year. They will be promoted in February.”

“A severe epidemic of measles, the worst in the history of the school, preventing nearly all of said ‘repeaters’ [in the lowest primary grade] from attending school for months.”

The foregoing explanations are not all satisfactory, or ought not to be, to the school authorities. Why should promotion depend on square feet of floor space rather than on intellectual attainments? A supply of substitute teachers able to teach the difficult middle grades of the grammar school ought to be procured, even at considerable expense. The waste of children's time in this part of the course is deplorable, and ought to be prevented.

#### THE AVERAGE AGE OF PUPILS.

There is usually a good deal of loose talk about the average age of pupils in the different grades of the primary, grammar, and high schools. As nothing has been printed lately to serve directly as a cor-

rective to such looseness, attention is invited to the Table of Average Ages, which will be found in the Appendix, pp. 200, 201. The date of this table is October 31, so that the average ages shown are those of the earlier part of the school year. Similar averages taken in the latter part of the year would be somewhat higher; but how much higher I have not the data to compute. It is not correct to assume that a given lapse of time adds just so much to the average age of a class or of a school. This would be correct only in case no pupils left school during the interval, or in case the average age of those leaving were just equal to the average age of those remaining. But neither of these things happens. The fact is that pupils are constantly dropping out; and it is the older rather than the younger who drop out. Therefore in general a given lapse of time adds less than its full amount to the average age of a class or of a school. This conclusion is strikingly illustrated by the Table of Average Ages just referred to, where the differences between the average ages of successive classes in the same school are seldom equal to a full year, and are often as small as half a year. In schools having large numbers of non-promoted pupils these differences are smaller than in schools where nearly all pupils are advanced a grade every year.

This Table of Average Ages furnishes the data for working out more conclusions than I now have the time to develop.

## THE TABLE OF ORGANIZATION.

Another table which exhibits interesting information drawn from the October reports is entitled the Table of Organization, and is printed in the Appendix, pp. 192-199. This table shows the grade and the number of the pupils in each single division throughout the grammar and primary schools.

By *division* is here meant the group of pupils occupying one room and receiving instruction from a single teacher. This description applies universally, with two exceptions: first, the divisions occupying the principal's room usually have two teachers, the master and the first assistant or the sub-master; second, divisions in the primary classes which exceed sixty in number usually have special assistants to help the regular teachers.

By reading the table along the upper line we learn how many pupils in each district have been taken under the immediate care and instruction of the principal and his assistant. The lower lines show how many divisions have been made in each grade and how many pupils are in each division under the care and instruction of a single teacher. Primary divisions in which special assistants were employed are noted in the table.

The table may be left to tell its own story. Allusion shall here be made to only one matter, which former reports have touched upon and which the reader will discover by comparing the size of the lower-grade divisions with that of the upper-grade divisions, and contrasting district with district in

respect to the results of such comparisons. Until the time comes to relieve teachers by giving them divisions of less than fifty-six pupils each, and that time ought soon to come, a little relief can be afforded some teachers by making the numbers in the divisions more uniform.

Indeed, may it not be best to enter on the desired reform at once, with the purpose of carrying it out gradually? Let the reform begin with Class III. primary. This class has the largest divisions; and in them are by far the largest numbers of non-promoted pupils. It may be said with good reason that teaching in this grade requires greater ability in the teacher than does teaching in the grades above. But as superior ability cannot be counted on here more than elsewhere, it would be well to make a corresponding reduction in the number of pupils to be taught. There might be a rule for forty-eight pupils to a teacher in Class III., while the rule of fifty-six remained for the other grades. Such a rule would afford some relief at the point where relief is most needed. Probably the effect of the new rule would be seen at once in the diminution of the number of non-promoted pupils.

#### TIME TAKEN TO ACCOMPLISH THE GRAMMAR COURSE OF STUDY.

Each year the question is asked concerning every candidate for a diploma, how long (years and months) since the candidate entered the sixth class of a grammar school in this city? The answers to

this question are recorded on the sheets containing the results of the diploma examinations and the marks for the year's work — the so-called "Z blanks." All the answers recorded in June, 1891, have been consulted, and the results are as follows :

Whole number of pupils examined for the Grammar School Diploma, June, 1891	2,533
Set aside as having entered some class higher than the Sixth, or for lack of information	259

Leaving to be considered	2,274
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Of these, had finished the course in four years	21
Four and a half years	6
Five years	231
Five and a half years	68
Six years	1,040
Six and a half years	101
Seven years	560
Seven and a half years	62
Eight years	154
Eight and a half years	6
Nine years	22
Ten years	3

Total, as above	2,274
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Thus it appears that 46 pupils in 100 come through the course in six years, 40 take more than that time, and 14 take less. The average time taken

is 6.35 years. For every pupil who finishes the course in less than six years there are three who take more than that time.

For two-fifths of the grammar pupils "shortening the grammar course" might mean no more than bringing it down to the prescribed six years. This can be done by more careful attention to the matter of promotions; for, in general, those schools in which unusually large numbers of non-promoted pupils are found are the schools in which pupils spend the longest time in completing the course — a result we should naturally expect, and which the returns show.

The causes of long delay in finishing the grammar course are to some extent general in their operation; but for the most part they are special, and peculiar to the management of particular schools. A table showing the facts by districts would afford some striking contrasts; and some of these would occur where least expected. For example, three schools could be named, all mixed schools and all quite similarly circumstanced, in one of which there were scarcely any in the graduating class but took six and a half or seven years to finish the course, and five pupils were reported as having taken nine years; in another scarcely any but took just the six years; and in another a large number who took only five years, and the rest only five and a half or six. Such facts prove that the length of time pupils spend in school depends chiefly on the management of the school; not, as is so often asserted, on general causes, like health, social environment, mental capacity, or moral quality. Nor are the differences between district and district

in respect to the capacity of children for learning so great as some would have us suppose. These minor points are sometimes so emphasized that we forget the main points, which always are the efficiency of the teaching and the management of promotions.

#### STANDARDS FOR PROMOTION.

To estimate accurately the work done grade by grade in the schools, it is not enough to consult the course of study; for this does not contain explicit definitions of the standards to be reached by the pupils in each grade before promotion to the next grade. The course of study merely states in general terms the kinds of work to be done, and assigns a due proportion of the total school time to each kind. The work actually done, both in amount and in quality, must be learned from other sources, and among such other sources a good one appears to be the questions set for the stated examinations, especially those used in testing fitness for promotion.

In nearly all the high and grammar schools the custom has long prevailed of examining every class, at or near the end of the school year, on the year's work. These examinations are usually in writing; and their results largely determine promotions. The question papers are prepared by the teachers; sometimes by the principal, sometimes by the teacher of a grade above that examined, and sometimes by the same teacher who has done the teaching; not in any case by the superintendent or supervisors. Examinations by the latter come at the end of a whole

course of study, and are used to aid in determining pupils' fitness to receive the diploma or to pass from one grade of schools to another, as from the primary to the grammar or from the grammar to the high. No less than nine-tenths of all the examination questions set for our high and grammar school pupils are set by the teachers.

Now the question papers thus prepared by teachers may be taken as the most accurate available measures of the amount and quality of the work done in each school. For it is the teacher who knows best what the pupils have been taught, and how they have been taught, and what, therefore, they may fairly be expected to answer. The standing complaint about outsiders' examinations is that pupils are questioned about things they have never been taught or about matters too difficult for them to understand. But this complaint does not hold against examinations by teachers. These are sure to be within the range of the teaching, and yet not far within; since every teacher wishes to maintain a standard of examination not much inferior to that of his teaching. Hence it is quite safe to take the teachers' question papers used for the annual promotions as accurate indications of the standard reached by the year's work in the several schools. And a comprehensive collection of such papers arranged by subjects and by grades would probably convey to the studious reader the best general idea of the work accomplished grade by grade under our present course of study.

Such a collection of teachers' question papers has

been in my possession for more than a year. The papers were used in May and June, 1890, for the promotion examinations, and were sent to me by the principals in response to a request for information touching methods of making promotions. The grammar school question papers have been studied with no little care, to the end that the standards in actual use for promotion from grade to grade might be accurately ascertained and described.

The end proposed, however, is a difficult one. Even if one were satisfied with the phrases he had chosen to express his own conception of the standards he had discovered, he might well distrust the power of his language to convey his conception accurately to another. It seems to be a case for concrete illustration rather than for abstract phraseology. It seems better, therefore, to bring forward a representative selection from the papers themselves than to attempt a general description of them or a statement of the standards implied in them.

Accordingly there has been placed at the end of this report (Appendix A) a mass of question papers in language, grammar, spelling, geography, history, mental (oral and sight) arithmetic and written arithmetic, arranged by grades from Class II. to Class VI. inclusive. The papers selected constitute about one-fourth of the whole collection, and are believed to represent fairly the character of the whole. The utmost care has been exercised in this particular. A few papers have been selected to illustrate extremes or peculiarities; but the greater number are of the average character of the whole.

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The number of grammar schools represented in the published selection, as well as in the whole collection, is forty. The other fifteen might have been represented, but that, in some, the use of general written examinations at or near the end of the school year for promotion purposes has been discontinued, and from others no question papers were received. Still, the forty schools fairly represent the whole; and papers enough have been given under each branch of study to enable the reader to form a just idea of the prevailing standards.

No papers on elementary science have been printed, because none were sent in; although written tests are said to have been given in a few of the schools. Now elementary science is not a branch which lends itself easily to the method of written examination. Only when it is pursued as an *information* study and not as an *observation* study does it admit such treatment. But the authorities are agreed that only as an observation study has it much value in elementary schools. Therefore we are not to expect many question papers in elementary science, even when that branch shall have received that full attention in the schools which is now earnestly hoped for. The written examination in its usual form is fatal to right methods of teaching observation. Progress in this branch must be tested in some other way.

In physiology, which is pursued in our schools as an information study, question papers might easily have been furnished; but my collection contains papers from only seven schools. There is a like scarcity of papers in drawing and in music.

This scarcity, in the case of drawing at least, appears to be due to the fact that it is not the prevalent custom to examine in this branch at promotion time. As to music, the less of written examination the better; for the questions set can relate only to the technicalities of staff notation, and so will inevitably place the greatest emphasis on the least important part of the instruction, as if we were to examine in reading by testing pupils' ability to spell. But in a number of schools all the classes were examined in *singing*. This practice ought to become universal; and a generous share of the credits ought to be assigned to this department of school work.

The same remark applies to drawing, to elementary science, to sewing, cooking, and all branches of manual training. Pupils should have the best of reasons for supposing that their promotion will depend quite as much on their doing well in these branches as on their doing well in arithmetic, grammar, geography, and spelling. We all know how prone we are either as teachers to teach or as pupils to study with greater zeal those branches in which our work is to be brought to the ultimate test of a written examination, — particularly if that examination be fraught with interesting personal consequences. This consideration is not put forward as an argument for the abolition of written examinations, but as a reason for keeping an even balance among all the branches of school work by assigning to those which are not sustained by the stimulus of written examinations a due proportion of credits to be won through other forms of effort.

This balance is now well preserved, as already intimated, in some of our schools; nor is it wholly neglected in any; yet the matter seems to call for notice just here, partly to show where improvements may be needed, but chiefly to guard readers against the supposition that the question papers printed in the Appendix represent the whole work of the schools. They represent, and are intended to represent, merely the standards of attainment in certain branches of the work. There are rich lines of work which these papers do not exhibit at all, but which, nevertheless, ought not to be overlooked. Some of these will be spoken of later in this report.

On the other hand, the printed question papers may indicate work going on which might better be discontinued. When the time for general declamation about "shortening and enriching" the grammar school course of study shall have passed, and we shall have come down to the business of deciding in particular just what shall be thrown out and what retained, we shall be greatly aided in our work by consulting an extensive collection of question papers; for these will show what may be designated as the *live parts* of the course of study.

It is a common error among educational writers and speakers to assume that all topics embraced under each title in the course of study, that all the complicated puzzles of arithmetic, the abstract technicalities of grammar, or the dreary rubbish of geography, found between the covers of text-books, are really taught in the schools. These question papers show how great that error may be.

There are those who contend that portions of arithmetic now taught ought to be thrown out, to make room for algebra and geometry. There are others who believe that recent reforms have resulted in too much throwing out already. Both parties will be helped by a careful perusal of the question papers. One may discover that there now remain but few topics of arithmetic which are useless or can be treated better by algebra; the other that topics banished as arithmetic may be restored as geometry or algebra; so that one of the proposed "enrichments" amounts merely to a change of names. And so in other branches. Many topics now spoken of as new were in the schools of a generation or two ago under other names or guises.

If attention can be drawn away from printed courses of study and from text-books to the work actually going on in the schools, as shown by examination papers, the current discussions concerning grammar school work will gain much in accuracy and value.

It is no part of my present purpose to comment extensively on the question papers here selected for publication. They shall be left to tell their own story. There are particulars, doubtless, in which some of them are open to criticism; but in the main they indicate sound methods of teaching and sensible views of the purposes of school instruction. The papers have been printed just as written, except for the correction of occasional inadvertencies in point of grammatical form, or the change of a name to conceal the source of a paper.

There is, however, one matter of form which, though regarded by me as erroneous, has been left uncorrected. I refer to a certain use of algebraic signs not in accordance with the rules of algebra. For example, the question

$$3 \times 4 - 5 \times 2 = ?$$

has one answer if the signs be interpreted according to the laws of algebraic notation, but another answer if an interpretation more or less current among teachers of arithmetic be applied. This latter interpretation ought, I think, to be utterly banished. The objection to it is that it is learned in the grammar schools only to be unlearned in the high schools, thereby entailing serious loss of time and more serious mental confusion. It is like the obvious absurdity of learning to spell words one way in the primary schools and another way in the grammar schools. Both ways of spelling might be equally reasonable or unreasonable, but it is deemed important to have only one way universally recognized as the right way. There ought to be only one right way of using algebraic signs; and I am not aware that competent authorities have yet recognized more than one right way.

There ought to have been printed with each question-paper a statement of the time allowed for answering it; but this statement was so frequently wanting in the originals that in the printing the omission of all time limits has seemed best.

As to time limits in general, pretty full information

has been gathered from the letters of principals sent in at the same time with the question papers. Upon this information it may be said that the allowance of time for written examinations widely differs among the schools, being only from half an hour to an hour in some schools, while in others not less than the whole morning session is devoted to a single examination. In one school — to give an extreme case — the time allowed for an arithmetic paper was the entire school-day, both morning and afternoon. The opposite extreme is found in four or five girls' schools, where no written examinations at all are given, promotions being made on the year's record of work, or on the teacher's opinion of the pupil's fitness for advancement, or on both these considerations combined.

The best practice, I am persuaded, lies between these extremes. To be rid of the evils that sometimes grow out of written examinations, it is not necessary to abolish them. That is too much like burning down your barn to destroy the rats. Used with reason and moderation, written examinations are stimulating and helpful — nay, even necessary to fix the best results of teaching. It is only when they are too long or too difficult, or when pupils are harassed by reiterated allusions to the dire consequences of failure that the evil results appear. There ought to be written examinations near the close of the year in all grammar and high schools, for all the classes, and on every branch of study that admits that method of testing and recording pupils' progress. Even the teacher's judgment, upon which so much

dependence is placed and rightly placed now-a-days, needs the aid and guidance of good written examinations. The questions set ought to be reasonable in character and moderate in number. The time required to answer them ought not to be more than an hour for any but the slowest pupils; and one hour and a half would be the limit, beyond which no pupil, however slow, should be allowed to sit. No more than one such examination should be allowed to take place in a single day. These rules I would have applied to grammar and high schools, and to supervisors' as well as to teachers' examinations. For primary schools, the rule should limit the time to a half or three-quarters of an hour. Doubtless these suggestions as to time limits cannot be adopted without considerable changes in the practice of the supervisors and of many teachers; still, I believe the changes ought to be made, and that the reform would be no less beneficial than it would be agreeable to all concerned. Moreover, by requiring due moderation in the use of written examinations, we may forestall a growing popular sentiment, which threatens, unwisely, I think, their utter abolition.

#### MANAGEMENT OF PROMOTIONS.

Information relative to the management of promotions in the several schools was received at the same time with the question papers, in response to inquiries upon that matter. As already intimated, practice is widely various. Perhaps the most interesting way of presenting this variety of practice will be to give

a series of quotations from the letters in which the principals have described what is done in their several schools.

Here are, in the first place, some passages which describe the prevailing method; that is, the method which, with minor variations, is used in the great majority of the schools:

Annual written examinations for promotions in every branch mentioned in the "Course of Study," similar to those indicated in the papers herewith sent, have been given in this school since its organization twenty-five years ago. When promotions were made twice a year, examinations were made semi-annually. More reliance, however, as a test for promotion, is placed on the pupil's application, and year's work, than on these examinations. But the necessity of preserving the school organization, and especially of having an average of fifty-six pupils to a teacher, often overrides both these considerations and compels the promotion of pupils whether qualified or not.

\* \* \*

It is my practice to examine the first classes of the primary schools and the classes of the grammar school below the third in some branch of study each month; the upper classes less frequently. The marks thus received are counted with those received for the year's work. At these examinations, I ask the questions, and give the class what in my judgment is sufficient time to write the answers. The ground covered at such times in the several branches is the assignment for the month. My former custom was sometime during the month of June to give the teachers sealed envelopes with directions similar to those issued by the supervisors for the first class, but the present course is regarded as valuable because of its stimulating effects upon the pupils. Near the close of the year, questions of a more general character are given, but no examination furnishes a basis for promotion, except so far as it is taken in connection with the year's work.

\* \* \*

Enclosed please find my plan<sup>1</sup> for the year in examinations. During all the months up to May, the tests are given by the teachers. All classes are given tests by me or by my assistant during May and June in all branches mentioned in this paper. The dates for June are decided upon in May. . . . All the tests in this plan are written, except, of course, reading, and generally music, also physiology. Time given for all written tests is as much of a half day as is needed. We intend to make this work systematic, that no worry or anxiety can ensue.

\* \* \*

The enclosed examination questions have been answered in writing. I have had each scholar in school write me a letter, every one of which I have read. I have examined my whole school in mental arithmetic, taking the examples from the mental arithmetic with slight modifications. I have given the examinations to each class myself, and have not preserved a copy of them. The examination questions are always prepared by myself, and modified, if the teacher finds that they are not suited to her class. The pupils are not limited in regard to time. I have also examined my entire class in reading.

\* \* \*

Every class has been examined by means of set questions, to which written answers were required, in every branch of study, except natural science, required by the programme. The questions were made by the teachers and submitted to the master together with the results. The questions were not changed in any case by the master. In each case, the children were allowed all the time they wished in which to answer the questions, and consequently vary greatly in the different rooms. The teacher selected the date and time for the examination; consequently there is a great variety in this respect. This course in the matter of examinations was adopted by me after a great deal of thought and consideration. Its object was to enable me to form a definite idea of each teacher's interpretation of the programme, her mode of instruction and examination. The results enable me to intelligently criticise the

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<sup>1</sup> The enclosure was a schedule of dates for examinations through the year, May and June excepted, by which every class appeared to have an examination every week in some one branch of study.

work and to suggest such changes as will be likely to harmonize the work of the different grades. I should not recommend this course on the part of the master for all times; but by it I have this year been able to secure a specific result, which I think justifies its use.

\* \* \*

Every class is examined during the last ten days of the term in writing, drawing, music, oral, written, and sight arithmetic, geography, reading, spelling, and language. Classes two and three have grammar and history of the United States and class second, physiology. All of these that can be are written examinations. I see every year some pupils who, in taking the supervisors' examinations, are unable to do justice to themselves on account of the time limit. I, therefore, impose no such limitations in my own. These examinations are not for promotion any more than the other three of the year; nor, indeed, do I bind myself to promote all who pass the four successfully, or to keep back all who do not; much depends upon day by day performance and other things not necessary here to specify.

\* \* \*

The examinations were begun on April 25th, and continued at intervals of a week or less, till June 13th. Every topic was examined by set questions. In reading, all the pupils were marked by myself. All of the grammar grades were examined. The examinations in a given topic were repeated, five questions only being given at one time. This was done to relieve both teachers and pupils from undue strain at any one time. A choice of questions was also given, as will be seen from the papers submitted. The time allowed for an examination was fixed by the class itself, a show of hands being called for by the teacher after an hour's work. If the reliable pupils wished the time extended, the teacher acquiesced in their judgment, and specified the time for the work to be finished. The primary grades have also been examined and marked in a similar manner.

\* \* \*

The next two extracts refer to a practice which has been adopted in a few schools, whereby the

pupils who have done their year's work well are relieved of examinations at the end, only those whose promotion is subject to doubt being required to take the written test.

I am unable to respond to your request in full. I can only say, first: that the pupils in each grammar grade who have been faithful and constant in attendance are promoted without examinations, the others being examined. This fact is known at the beginning of the year. Second: all of the classes have been examined orally in geography and singing; and by written examinations in arithmetic, oral and written, and language. I am obliged to say, however, that I cannot send you the dates of the examination, because I have not kept them on record and the questions have been destroyed. The time allowed the children for answering the questions has been limited only by the length of the session. The slowest child has not been fettered in this respect.

\* \* \*

The several classes were examined in the following branches of study: reading, spelling, language, geography, penmanship, drawing, written, sight, and oral arithmetic. The second and third classes in addition to the above took physiology and history. All of the examinations mentioned, with the exception of reading, were "made by means of written answers to questions." These questions were given to those pupils whose scholarship and conduct throughout the year had been "unsatisfactory." The remainder of the pupils, making up a large portion of the school, were promoted upon their "year's work."

\* \* \*

Here are added three quotations to show what is done in some girls' schools where examinations for promotion in the ordinary sense have been discontinued.

We have no "examinations for promotion" in this school near the close of the school-year. Promotions in every grade are based

upon the work done from day to day in that grade. We hold examinations regularly during the year, on Friday afternoon. In the principal studies we have an examination every two months.

\* \* \*

Up to date I have not given "at or near the end of the year" extended "examinations for promotion." I gave this year, about the last of May, an examination to all classes on the subject of arithmetic, to find out their standing from the master's standpoint. I rely mainly on the individual judgment of the teachers when promotion time comes. Each teacher makes a list of all her pupils in three parts. The first contains those who have stood head and shoulders above the rest of the class. The second consists of those who are fully qualified for promotion in the judgment of the teacher. The third consists of those who are not qualified. I have found this a good working-plan.

\* \* \*

This school has not, for several years, been examined in the way the circular contemplates. Test exercises or regular exercises are marked from time to time from the early part of the year. The test exercises of the last three months of the year form the main basis of promotion. These exercises are made almost entirely by the teacher. They are, on account of their frequency, corrected mainly by the pupils, the whole class acting simultaneously on a question as the teacher dictates the method of correcting and the value to be assigned to a given question. The report is in per cents. These per cents. are entered in a book. The questions are not kept. They embrace a fair summary of the ground lately passed over. They apply to every subject that we have in hand, even to a dictation exercise. In time, may vary from ten minutes to one hour and a half. Within one week of the close of the year, a check-list is made out as indicated by the standing of the last three months. This is to give every child a fair chance to go forward in the school. Cases needing special mention are so noted at the side of the name. This list is especially useful, as a teacher may get married or be sick at the opening of the new term.

\* \* \*

According to present information, examinations for promotion have been wholly discontinued in none but girls' schools. The practice followed in the Girls' High and the Girls' Latin Schools is described in the following passage, quoted from the principal's letter:

I have to report that we do not have in this building any examinations for promotion. We divide the school-year into five periods of two months each. At some time within each bi-monthly period, we hold an examination on the work covered by the preceding two months, and determine the standing of the pupil for the period in question by the results of that examination as modified by the teacher's judgment. The standing, as thus determined, is recorded in a report, which is sent to the parent and returned signed by him. The average of these bi-monthly records constitutes the standing for the year; and the year's standing determines the question of promotion. A single report-blank answers for an entire school-year; and the sixth column (see enclosed blank) affords a place for the year's standing, on which promotion depends.

In general, the foregoing excerpts, as well as the whole body of letters from which they have been drawn, show that good care is taken by the principals and teachers not to oppress their pupils with written examinations. The only suggestion I have seen any reason to make is that some of the examinations seem too long. As to cramming, it seems clear that the methods used in the examinations and promotions give that harmful practice little or no encouragement. There is no evidence that cramming is resorted to as a means of meeting the demands of the examinations.

Having now given such glimpses of our school work as may be had through the question papers, I turn to a side of that work with which written examinations have nothing to do.

#### MANUAL TRAINING.

The school-year now passing has witnessed a remarkable extension of manual training, particularly in wood-working or sloyd, among the grammar schools. Cooking and sewing, too, have lately received fresh impetus. In the primary schools, the instruction in elementary manual training given last year to the primary teachers by Mrs. Caroline F. Cutler, one of their own number, is already bearing good fruit, and will bear yet more abundantly when adequate supplies of material shall have gladdened the hearts of zealous teachers.

The present, therefore, seems a proper time for gathering into the record something of the history, present state, and prospects of manual training in the public schools of Boston.

#### SEWING.

Sewing has been taught to all girls in the Boston public schools for many years. It is now taught to every girl in the sixth, fifth, and fourth classes. Since every girl who goes to the public schools at all is pretty sure to go through one or more of these three classes, we are safe in saying that *all* girls receive some instruction in sewing ; and nearly all

of them receive instruction three years to the extent of two hours a week. Sewing has been extended to one or more of the upper classes in sixteen schools. It is given in the third class of the Chapman, Dillaway, Everett, Prescott, and Tileston Schools. It is given in the third and first classes of the Bennett, Lyman, and Wells Schools. It is given in all the upper classes of the Bowditch, Gaston, Hancock, Hyde, John A. Andrew, Norcross, Shurtleff, and Winthrop Schools. When the statistics were taken last November, the number of pupils receiving instruction in sewing was, in the first class, 447; in the second, 423; in the third, 1,099; in the fourth, 2,880; in the fifth, 3,471; in the sixth, 3,459; in the ungraded, 446; total, 12,225. Some of these numbers are greater than the numbers of girls in the corresponding classes; but the difference is accounted for by the fact that considerable numbers of *boys* were receiving instruction in sewing. Of boys taught sewing there were in the Edward Everett School, 48; in the Gibson, 113; in the Harris, 20; in the Henry L. Pierce, 119; in the Lewis, 35; in the Martin, 102; in the Mather, 72; in the Mt. Vernon, 28; in the Stoughton, 58; total, 594.

Inquiry as to the nature of the instruction given in classes above the fourth has brought out the fact that there is a remarkable lack of uniformity. This is undoubtedly a consequence of the fact that instruction in the upper classes is of comparatively recent introduction in most of the schools. The following are specifications of the instruction given in the third class of the several schools:

“Drafting, cutting, and sewing; special attention to buttonholes; gathering and sewing of gathers” . . . “Making buttonholes and darning stockings” . . . “Dressmaking” . . . “Instruction same in kind as that in the lower classes, except that pupils in this class are required to baste their own work” . . . “Dress-cutting” . . . “A continuance of the work of the classes below” . . . “General work and sampler work in stitches not previously taught” . . . “Pupils are taught to cut and make all kinds of undergarments and buttonholes” . . . “Work regularly advanced; basting and finishing” . . . “Buttonholes, darning, mending, and making garments” . . . “Cutting, basting, and making; special attention to buttonholes” . . . “Running, felling, hemming, over-sewing, back-stitching, gathering, buttonholes, darning, patching; and cutting, basting, and making simple undergarments” . . . “Same work as in the fourth class except that the garments are usually of better quality, more nicely finished, and the class does this work usually as a whole on the same kind of garment” . . . “Basting, buttonholes, darning dresses, feather-stitching, hem-stitching, patching, pillow-slips, sheets, shirts, skirts, underclothing” . . . “Calico dresses and underclothing” . . . “Children are perfected in the different kinds of stitches necessary in the completion of various useful garments; but no patch-work nor embroidery.”

### Work of the second class:

“Patching, darning, and mending, and review of lower class work” . . . “Samples of all work done in the lower classes and new stitches introduced” . . . “Drafting, cutting, basting, etc.” . . . “Same as in class third” . . . “Same as in class third, also work on dresses and woollen goods.”

### Work of the first class:

“Drafting and cutting” . . . “Cutting and making of dresses and undergarments” . . . “Dress-cutting and fitting” . . . “Drafting, cutting, and fitting” . . . “Drafting, cutting, basting, and finishing; practical dressmaking by rule” . . . “Taking measures for dresses, drafting waist patterns;

cutting, basting, and fitting the same by Taylor's system simplified" . . . "Drafting dresses by the Rood magic scale; each girl finally drafting and cutting a dress to fit her own form, which some of them wear before the year is out."

It is obvious from these specifications that the grades of work for the upper classes will need thorough systematizing before sewing can profitably be extended to all the schools of the city. It is true that much has been done during the last few years in grading the course in sewing for the lower classes. The instruction in these classes was first systematized and adapted to school purposes by Mr. Hardon, of the Shurtleff School. Not until this had been done did sewing spread much among the other schools. A similar work now needs to be done for the upper classes.

Touching the history of sewing in the Boston public schools, interesting communications from the masters of the Winthrop and Shurtleff Schools, and from the sewing-teacher of the Gaston School are here added.

The introduction of sewing into the lowest class of the grammar schools in the year 1854 was productive of very little good save as an entering wedge for general industrial training in public schools. This was felt by those having the subject at heart, and, in 1865 or 1866, a lady, widely known since for her active support of practical education, furnished the materials and a dressmaker and a seamstress one-half day each week, for the instruction of a more advanced class in the Winthrop School. I was fully convinced by the results of the utility of such education, and, in 1873, on my application, my sub-committee obtained permission of the Board to extend the teaching throughout the school, — the teacher to give her whole time and to receive equal

compensation with the regular teachers. In April, 1875, a special committee was appointed to exercise general supervision of the work throughout the city, and Miss Lucretia Hale, who has always taken great interest in the instruction, prepared the first official report. The same year the city solicitor gave an opinion that it was illegal for the committee to spend money for sewing, and the teachers were consequently suspended from most of the schools. Ladies came to the rescue, and the salary of the Winthrop School teacher was paid by them, until the Legislature in 1876 passed an act authorizing such instruction. As there was no competent authority to examine the work of the children in the several schools, ladies volunteered in different sections of the city, and a comprehensive statement of the situation in each school was forwarded to Miss Hale, and was embodied in her report. When the first exhibition was given in the Winthrop School, to which the School Committee and the masters of girls' schools were invited, and which they generally attended, Superintendent Philbrick, who was present, pronounced it a revelation in education; for the children in every room were sewing, and those in the first class were drafting patterns and cutting dresses from measurement; and all this instruction had been given without any detriment to the regular branches of study deemed essential. Mr. Philbrick was always afterwards an earnest promoter of the cause. At the Centennial Exhibition in Philadelphia there was an exhibit of sewing, and at every prominent exhibition since, both at home and abroad, in New Orleans, in Paris, twice, where a gold medal was received for sewing and drawing, and in Vienna, Boston has been represented in the department. The introduction of sewing into many other cities and towns, notably New York, Philadelphia, Washington, Baltimore, and Cambridge, Somerville, Springfield, New Bedford, Fall River, Lawrence, and Newton, in our own State, is directly attributable to inspection of the work done in the Boston schools. More than one thousand girls have been graduated from the Winthrop School, with rules and competent instruction for dressmaking.

ROBERT SWAN,  
*Winthrop School.*

Sewing was called for by a vote of the School Committee some years anterior to my mastership. In 1865, when I became master of the Bigelow School,—then for boys and girls,—the sewing amounted to exceedingly little. During my mastership it was not greatly improved. The woman at the head of it had no organizing power or energy, and my hands were full with a district now embraced in the Andrew, Shurtleff, and Bigelow. When we came to the Shurtleff, in 1869, we took a start that meant business. First, every girl in the sixth, fifth, and fourth classes was to sew, unless eyesight or other affliction forbade. There was some opposition to this, and a wish of some also to be excused on “holy days.” This I fixed with the priest near by. That trouble has not appeared except once or twice for years. Second, we were bound to have no lost time or lost lessons by the girls present. To this end every girl made a bag to keep all the materials in. Then we procured large baskets to hold the sewing of each room. The sewing could thus be distributed and taken up in two or three minutes and set away for next time. A list of the things necessary to each girl was made, small in number, but insisted on. She could thus go to work at once. Then we came more to insist that each piece of work should stay at school until finished. There were sometimes proper exceptions to this. Then, to provide for cases of great poverty, I furnished a few materials in the hands of the sewing-teacher. Then we succeeded in getting a small allowance from the city for this purpose. It averaged about \$12 per annum. We can’t go above \$18. To steady and stimulate interest, I personally invited well-known ladies of South Boston to inspect the sewing. I had given previous notice to that effect to all the sewing pupils. It had a great effect, for their daughters were in school and doing some of the best work, and it killed the notion somewhat entertained, that we were trying to provide for a seamstress class.

This was the beginning of the sewing exhibition. In a couple of years, this kind of exhibition was added to, by putting with it all school work and working hard to get a great attendance of parents, superintendent, and committee,—we had no supervisors. It was a great success. The next year, or second year, it was adopted at the Lincoln, and in four or five years by the

School Committee for the whole city. To yet further encourage the sewing, we began, I think in 1881, to keep an account with every girl of work done, and at the "parents' day" to show a tabulated statement, nailed up in several places, of the work of each class. Miss May, Miss Peabody, and others adopted this, added to our general plans, and required conformity throughout the city. About twelve years ago I persuaded the committee to carry sewing into the third class; about eight or nine, into the second class; and into the first, drafting and cutting by the "Rood Scale." Earlier than this the matter had gone to the top of the Winthrop, though, as it appears to me, with not so good a system of drafting and cutting. This was the beginning of the "Rood" system in the Boston schools. For all the success we have had, the effort, head, and time of our sewing-teacher have been a *sine qua non*. Had she not had business capacity, and system, the results would have been small indeed. She had been with us about twenty-three years. A large part of the above was true some seventeen or eighteen years ago, and was detailed to the Boston masters when they met in the chamber of the Common Council. It was much opposed by a few. Times have changed.

H. C. HARDON,

*Shurtleff School.*

In regard to sewing, I cannot do better than to send you a paper prepared by our sewing-teacher, giving something of a history of the work, and also an outline of what we are doing. The lessons in cooking are made interesting and profitable to the girls. Many of them are very helpful to their mothers, and have laid a foundation for a future of greater usefulness than could otherwise have been possible.

THOMAS H. BARNES,

*Gaston School.*

A PAPER READ AT A MEETING OF THE TEACHERS OF SEWING IN  
BOSTON, OCT. 4, 1890.

It is now nearly fifty years since sewing was first introduced into the public schools of Boston. The developments were slow at first, owing to a lack of interest in the community. During the

last twenty-three years, Mr. Swan, of the Winthrop, and Mr. Haddon, of the Shurtleff School, have been the kind friends of the sewing-teachers. These wise, inspiring masters have helped the teachers to systematize the work, and, with their words of encouragement, it has gone forward with marvellous rapidity. They introduced exhibitions of sewing, to be given yearly, in which every girl was to be represented. These exhibitions have proved very helpful to the teachers, as they have enabled them to meet the parents and to know that their work is being appreciated. I have always found the sewing-teachers fully awake to the responsibilities resting upon them. They are thoroughly interested in their work, and are giving a great deal of time outside of school hours to the preparation of it. Going from room to room, as most of us are obliged to do, some of the sewing-teachers are requested to take charge of the discipline of the class. Happily, we do not all have the same things to contend with in this way. I always feel that I have more than wasted the time, if, while I have been giving individual instruction, the rest of my class are not occupied with their sewing. It is like a lost opportunity. An hour in which I had a mission to fulfil is gone, and will have to be reckoned in with the year's work in that class. We go from one room to another, and are striving to give faithful instruction in each. This makes us spring to the work every hour, and all of our lessons are difficult ones. It is important that we should become familiar, not only with the features, but also with the name of every pupil. To know what each girl should be expected to do, we want to come into close and sympathetic contact with her. We read and study all the books we hear of which treat of the best method of teaching children how to sew. We attend fairs or exhibitions of any kind where industrial work is exhibited, and we are always glad to learn from sister schools in other countries. We are struggling to compete with teachers in other cities who give daily lessons to classes of twenty-five girls, while we are teaching, or trying to teach, classes numbering about sixty girls in less than as many minutes. Every girl is required to sew, and in our fourth, fifth, and sixth classes we give two hours' instruction a week. In the second and third classes one hour is required, and in some schools sewing is carried into the first class. In

schools where there is no other manual training, the boys are taught to sew. There are between six and seven hundred pupils intrusted to the care of one teacher of sewing in some of our large schools. The work is enormous, and grows at times beyond conception. The constant pressure is so great, in trying to do more in a given time than can be done properly, that our work is often unsatisfactory to us as teachers. We must never allow ourselves to grow nervous and agitated if we wish for good results. We thoroughly recognize the educational value of sewing as a part of manual training, but we believe also in the practical application of it as early as possible. When the little ones first come to us for instruction, they are taught to use the needle and thimble, and as soon as practicable they begin to sew on something useful. We find that in order to make them thoroughly capable and competent to do their own sewing, they should be taught to cut and prepare the work. As the girls in the second and third classes attain to a greater degree of proficiency in the use of the needle, we can teach them many things that it would be impossible for younger scholars to understand. All the stitches, including buttonholes on both cotton and woollen goods, darning, patching, and mending of all kinds, must be well and carefully taught. We are sending into the homes in this city thousands of well-made garments every year. Every accomplishment a girl possesses is one thing more towards making her a useful woman; and it is of great benefit to her to be taught to sew and cut and make her own garments properly. Lastly, the girls in the first class are taught a system of dress-cutting whereby they can take measures, draught, cut, and fit a waist for themselves or any member of their family. This is of inestimable value to them. It is not unusual for girls to graduate from our grammar schools in dresses that have been cut and made throughout by themselves. Every year we are advancing, but it will be long before we can attain to our ideal. Many of our girls come from the homes of the poor, and, as each girl supplies her own material to work on, the cloth is often so thin that it would be impossible for a skilled seamstress to do fine work on it. This should be considered in judging the work. Teachers that have schools in the poorer localities cut and fit a great many dresses for the girls to carry home to make.

These girls, having been in school the twenty weeks required by law, are now going to work in one of our large stores. Coming into such close contact with our scholars, some of our teachers are being continually called upon to do work of this kind. It is purely missionary work, given in a good cause, and whatever service we can render along this line must be given in connection with our daily duties. We must not forget, however, when we are striving to fill every hour with the duty it presents, that the sewing-teachers are doing a vast amount of work, and their influence is being felt for good throughout the city.

MARY E. PATTERSON,

*Teacher of Sewing, Gaston School.*

#### COOKING.

Cooking has been a branch of instruction in our public schools since the autumn of 1885, when the cooking-school in the Tennyson-street School-house was accepted by the School Committee from Mrs. Hemmenway, and established under the name of School Kitchen No. 1. Since that time, six more school kitchens have been established in different parts of the city; and it is now proposed to add four more next September. Then there will be eleven school kitchens, accommodating all sections of the city.

The instruction in cooking, unlike that in sewing, must be given in rooms specially fitted up and furnished for the purpose; and so it becomes necessary for the girls to leave their usual school-rooms and visit the school kitchens for the special instruction there given. This they do in detachments of from twenty to thirty girls at a time, — some schools sending only one detachment, others as many as three or four. The lesson occupies two hours — the best

part of a morning, or the whole of an afternoon session.

From returns made in November, it appears that all the girls' schools were sending some of their pupils to the school kitchens, as were also all the mixed schools except the Bennett, Henry L. Pierce, Mt. Vernon, Stoughton, Tileston, and Gibson. These, however, will be provided for in September. The girls receiving the cooking instruction were for the most part members of the second class; girls from the first class were reported in the Adams, Bowdoin, Chapman, Emerson, Hancock, and Lyman districts; girls from the third class were reported from the Gaston, George Putnam, Hyde, John A. Andrew, Shurtleff, and Winthrop districts. In the Hyde and in the Winthrop districts the number of girls belonging to the cooking classes was remarkably large. They came from grades as low as the fourth class.

From a summary of the reported statistics, it appears that 1,497 pupils have received or are receiving instruction in cooking during the current school year. Adding to this 3,986 pupils now in school, who have received this instruction in past years, we have a total of 5,483 pupils now in school, who are or have been members of the cooking classes. These pupils are mostly girls; but there are a few boys: as in the Adams School, 9; in the Edward Everett, 6; in the Eliot, 16; in the Emerson, 3; and last year in the Lyman, 41. For the greater part of the schools, the instruction in cooking runs through the whole school year; but there are still

a few schools in which the course is limited to half a year. It is expected, however, that hereafter the cooking course will run through the whole year in all the schools.

Miss Annabel G. E. Hope, the teacher first appointed to take charge of School Kitchen No. 1, now exercises supervision over all the school kitchens. Since she assumed this last duty, the instruction has received distinct impetus and improvement.

All who are acquainted with the history of the introduction of cooking into the public schools of Boston will unite in the testimony that to Mr. Robert Swan, master of the Winthrop School, is in large measure due the success which has been achieved. This gentleman, so well known throughout the country for his long continued and efficient labors in behalf of sewing as a branch of public school instruction, has labored no less assiduously in behalf of cooking. At the opening of the Food and Health Exhibition, which occurred in this city in October, 1891, Mr. Swan made an address which contained a carefully prepared historical statement concerning the earlier and later efforts made by himself and others to introduce cooking into the public schools. With his kind permission this valuable address is here printed in full:

Instruction in cooking for public school children was first given under the auspices of ladies connected with the Young Women's Christian Association. In this advance in practical education, as in sewing, woman was in the van. It was on petition of 3,947 women of Boston, in 1854, that sewing was introduced

into the city : and the munificence of a lady, some ten years afterwards, led to its present acknowledged importance as a factor in education.

The kitchen of the Young Women's Christian Association, in Warrenton street, was offered for the use of a class. Mrs. Webb, a pupil of Miss Parloa, was engaged as teacher, and application was made to the principal of the Winthrop School to furnish the pupils — beneficiaries, I must call them. Twelve girls from the first class, among the very best, were sent to take the lessons, on Saturdays, that the instruction might not interfere with the school regulations. The result was most satisfactory. At the close of the course, twelve lessons, an exhibition was given — feast would be a better term. Each girl prepared a dish at home ; the table was laid in the kitchen where the lessons had been given ; and the ladies interested, with their friends and the principal of the Winthrop School, partook of the dinner, and were entirely convinced of the practicability of the instruction for public school children.

Two questions probably suggest themselves : When was this class taught ? and, more important, Who defrayed the expenses ?

It was in the winter of 1880, and the Hon. Alpheus Hardy was the benefactor, he having furnished \$50 to compensate the teacher.

And I would like to show just here how the sewing in the Winthrop School sowed the seed for the new plant. Mr. Hardy had taken a lively interest in the sewing and had advised in the selection of the teacher, Miss Isabella Cumming, whose sagacity and skill have been so largely instrumental in making the work a success, not only in this city, but throughout the principal educational centres of the country ; and, when the new idea was suggested, he was ready to supply the means and knew where to find the girls for the experiment. The memory of Mr. Hardy will be cherished for this good work, in addition to the many accredited to his useful life.

Another class was taught in the same place in 1881 ; but in 1882 it was decided to charge a small tuition fee ; and that experiment was not successful, and the work came to an end, apparently.

In 1883, at a public meeting in Tremont Temple, held to increase the interest in the North Bennet Street Industrial School, whose excellent work at the North End is so well known and appreciated, and in whose kitchen so many girls in that vicinity have since received instruction, it was urged by one of the speakers that the needs of the community required public school kitchens, the necessity for such teaching was shown, and the plan for central kitchens to accommodate girls was outlined for several schools.

In the summer of 1885, a Vacation School, supported by Mrs. Hemenway, was established in the Tennyson-street building. Miss Amy Morris Homans designed the kitchen, which was fitted up in the basement, the only place that could be utilized for the purpose; and here came into being the germ of the first public school kitchen in America.

It is not necessary to describe the arrangements of the room; everything that wealth could supply and ability suggest was tendered, without money and without price, to such pupils of the Winthrop School as desired to attend. The success was phenomenal; and, at the reopening of the public schools in the fall, when Mrs. Hemenway expressed her willingness, her desire, to continue the benefaction, the committee, after a full hearing on the subject, granted the permission. Miss Amy Barnes and Miss Annabel G. E. Hope took up the work in October, and it devolved upon myself to draw the rules for the conduct of affairs, and to suggest a name for the school, having full power with but one proviso, that there should be no reference to the lady whose generosity, so frequently manifested in the interest of the public school children, had made the school possible. "Boston School Kitchen No. 1" was decided upon, — the first in the city, the first in the country; and the school committee has adopted the plan of designating each successive school established by them in its numerical order.

The Everett, the Franklin, the Hyde, and the Winthrop, together with a few pupils from the Horace Mann School for Deaf, made up the quota of pupils; ten classes of fifteen each, or one hundred and fifty a week; a session corresponding with the respective school session being given to a class.

School Kitchen No. 1 was supported by Mrs. Hemenway for three years. In the beginning each scholar cooked, by herself, every dish according to the programme, and was allowed to purchase, to take home, the product of her lesson, at cost of material. Skilled cookery was thus introduced into many homes, and a new order of living inaugurated in a portion of the community. The children were required to cook corresponding dishes at home, and report the result at school, to be accredited to them as a part of what was accomplished. During the six years of the school, 1,600 girls have cooked, at home, 152,621 dishes. Could any education more profitable be disseminated among the people?

At the close of one term, a series of dinners was given, each class cooking the repast, laying the tables, and serving the guests. To these dinners, the members of the School Board, superintendents of schools from other cities, and prominent educators from various walks in life, were invited, and responded generally to the invitation. The kitchen in the basement was graced by assemblages of rare intelligence; and there could be but one verdict, — a new revelation in public school instruction, — the school kitchen was an established fact. Six courses were served in their order, Mrs. Hemenway presiding, with the master of the school as her principal guest.

There was one unusual feature at these parties — the cost of the dinner was conspicuously marked on the blackboard, that the ten guests might see that they were sumptuously entertained with soup, fish, roast, salad, pudding, and crackers and coffee, at a total cost of \$1.86; and the children of the class partook of the repast after the company had departed.

Physicians who were present declared that the knowledge acquired in the school would enable children to prepare suitable nourishment for invalids that would be the means of saving many lives.

Public-spirited citizens in Jamaica Plain, believing in the new departure, and not caring to wait for action by the School Board, contributed the means for School Kitchen No. 3, and tendered the use of it to the schools in that vicinity. Thus one of the outlying districts was among the first to receive the benefit.

In 1888 the city assumed the charge of the schools, having in

the meantime established similar classes in South Boston and Roxbury, followed later by Kitchens 5, 6, and 7. in Charlestown, Allston, and East Boston.

In School Kitchen No. 1 alone the course of twenty lessons has been given to 1,800 pupils.

Under the city's administration three girls work together, thus saving three-fourths of the cost of material and gas. Three of the class are now engaged as housekeepers, making the fire, scrubbing, and doing general housework. Members of the class alternate in this duty. The scholars have a small portion to eat of the food cooked, that they may know whether what they prepare at home has a similar taste.

Eighteen hundred visitors have been received in School Kitchen No. 1. They have come from all parts of this country and from even as far away as Australia. Diagrams of the kitchen have been taken, for the establishment of similar plants in other places.

Mrs. Hemenway has also established a "Normal School of Cookery" to supply competent teachers for other cities where the school kitchen has been adopted.

A history of this department of education would be incomplete, did I not mention the name of James S. Murphy, Esq., who, as a member of the School Board and chairman of the Committee on Manual Training at the time of the inception of the idea, exerted all the influence of his position to aid in the establishment of these schools. Their success is largely due to his hearty co-operation.

Thus have I recorded the history of school kitchens as a part of manual training in our city. I fain would speak, did time allow, of the effect of such teaching on the children and the homes; how disorderly girls are humanized and refined, and those backward in learning are enabled to show proficiency in this essential work in life, and thus to respect themselves and be respected by their companions.

Only 6 of these 1,800 pupils from the different schools have been suspended for improper behavior. This is a sufficient commentary upon the influence exerted.

I should be obliged to write a book to express all that I feel in regard to this work.

ROBERT SWAN,

*Winthrop School.*

A few passages from the letters of other masters are here added for the interesting matter they contain.

By permission of the Committee on Manual Training, cooking is taught in this school to girls in the third class. Our cooking school in this building opened in November, to which I send four classes of twenty-one pupils each, for the remainder of the year. Before this year, we sent two classes of fifteen girls each to the Tennyson-Street Cooking School the first half year and the same number the last half. While good work was done, the distance was too great and the time, half a year, was too short. If the rule as to the grade or grades from which scholars shall attend cooking schools could be changed, and the selection be left with the principals, I think it would be an improvement. I should like to send a few pupils from both the fourth and fifth grades to the cooking class in future. Nicoline Birkland, age fourteen years, now in a cooking class, is a case in point. She entered my primary school last May, from Sweden; could not speak a word of English; was admitted to the grammar school in September; was promoted to the fifth class in October and to the fourth in February, — still talked very little. She was prevented from leaving school to go out to service by being allowed to join the cooking class for the year. Sewing was introduced into the Sherwin School when the school was organized in 1881. It was taught only in the three lower classes. The results were good and only good. The interest in sewing on the part of parents and pupils constantly increased. It was introduced into the three upper classes last year; the results so far are satisfactory. We think sewing and cooking have come to stay. They require considerable time and add in some cases to the length of the course; the time is well spent. Sewing takes two hours a week for three years and one hour a week for three years. Cooking, according to the proposed plan, will take twenty half days of each girl's school life. She is taught to keep a neat kitchen, to waste nothing, to do plain cooking, to set and serve a table properly.

S. C. STONE,

*Hyde School.*

The Hancock School was the second school to introduce sewing into the upper grades, and the first to establish regular instruction in cookery for the pupils of the first classes of the grammar grade. At first the work was voluntary on the part of the pupils, but there have never been any vacancies in the classes in cookery. In 1885, only one girl in the graduating class confessed that she did something in cookery at home; to-day every girl in first class prides herself that she can and does do much of the cooking at home. Every girl in the graduating class last year cut, fitted, and made a dress for herself and wore the same at our public day exhibition. It is hoped that very soon the sewing begun in the Kindergarten will be continued through all of the primary grades.

S. H. DUTTON,  
*Hancock School.*

In my opinion, teachers of cooking should be selected with as much care as teachers of any other subject, for they have to do with what might be termed the corner-stone in the foundation of home happiness and comfort, and have numberless opportunities of indirectly training their pupils in domestic economy and the management of the household.

FRED O. ELLIS,  
*Norcross School.*

Cooking was first taught to our pupils in the year 1886, when twenty girls from the first class received instruction at the North Bennet-Street Industrial School.

W. B. ATWOOD,  
*Frothingham School.*

The following is the list of the existing school kitchens and their locations:

- School Kitchen No. 1; Starr King School, Tennyson street.
- School Kitchen No. 2; Drake School, South Boston.
- School Kitchen No. 3; Bowditch School, Jamaica Plain.
- School Kitchen No. 4; Harvard School, Charlestown.
- School Kitchen No. 5; old building of the Roxbury High School.
- School Kitchen No. 6; Lyman School, East Boston.
- School Kitchen No. 7; Hyde School, Hammond street.

The following will be open in September :

School Kitchen No. 8 ; Harbor View street, Dorchester.

School Kitchen No. 9 ; Henry L. Pierce School, Dorchester.

School Kitchen No. 10 ; Allston.

School Kitchen No. 11 ; Brighton.

#### WOOD-WORKING OR SLOYD.

This branch has been greatly extended in our schools during the present year. There are now upwards of two thousand pupils receiving shop instruction, mostly in wood-working. But the reported number includes a few boys, from the Eliot and Phillips Schools, who have been learning leather-work; and some more from the same schools and from the Harvard, Emerson, and Prescott Schools, who have been learning printing at the North Bennet-Street Industrial School.

The instruction in wood-working is given at six shops in different parts of the city and is of two kinds: first, the Swedish sloyd in which Mr. Gustaf Larsson is the leader, and second, the so-called Russian system in which Mr. Frank M. Leavitt and Mr. B. F. Eddy are leaders. Of these three gentlemen only Mr. Leavitt is paid by the city. The others are in the employ of Mrs. Shaw.

Mr. Larsson, with his assistants Miss Bond and Mr. Sandberg, have this year been giving instruction to classes of boys from the Quincy, Rice, Brimmer, Dwight, and Prince Schools. All these boys are from the second class of the schools named.

Mr. Larsson has for several years past been giving instruction in Swedish sloyd privately to those public

school teachers who choose to take the trouble to attend. The seed thus sown is beginning to bear fruit. Several of his pupils have received appointments during the past year as assistants to himself and to other teachers of manual training. It now seems clear that if wood-working is introduced into the grammar schools as a regular branch of instruction in each grade, the female teachers will be able to qualify themselves for giving that instruction.

Another centre of shop instruction is in the Eliot School, Jamaica Plain, in charge of Mr. Leavitt. This shop receives boys from the first, second, third, and fourth classes of the Agassiz School and from the first and second classes of the Lowell School.

A third centre of shop instruction, also presided over by Mr. Leavitt, but in immediate charge of his assistants, Miss E. A. Pope and Miss E. G. Smith, M.D., former pupils of Mr. Larsson, is in the old high school building in Roxbury. This shop receives pupils from the Comins, Martin, Dearborn, Hugh O'Brien, George Putnam, Sherwin, and Dudley Schools. All these are from the second class, except a few who are from the third class.

The Industrial School at North Bennet street has been for many years a centre for manual and industrial training. As is well known, this school is a private benevolent enterprise supported chiefly by Mrs. Shaw. Interesting educational experiments of all sorts have here been made; and much has been learned therefrom as to the possibilities of manual training as a branch of public instruction. Large numbers of boys and girls from the Eliot and Hancock

Schools have taken part in these experiments ; and of late years pupils have come also from the schools in Charlestown and East Boston. The city has not yet adopted the manual training department of this school. Mr. Eddy has been teaching wood-working to boys from the Phillips, Bunker Hill, Eliot, Prescott, Frothingham, Harvard, and Warren Schools following the Russian system of shop work considerably modified by the suggestions of his own experience. These boys, like those under Mr. Larsson and Mr. Leavitt, come chiefly from the second class. Mr. Walter S. Dodd, in the same place, has been teaching Swedish sloyd to classes from the Phillips, Bunker Hill, Eliot, Chapman, and Warren Schools. In this same school, moreover, leather-work (the making and repairing of shoes) has been taught to some boys from the Phillips and Eliot Schools by Mr. Downer ; and printing has been taught to boys from the Phillips, Eliot, Emerson, and Prescott Schools by Mr. Hull. In the printing class are included three girls from the Harvard School. All this instruction has been accepted as a free gift from the managers of the North Bennet-Street Industrial School.

An important experiment has been undertaken in South Boston for the purpose of proving whether shop instruction can be successfully given to whole classes ; that is, to fifty or sixty pupils at once. This experiment has been intrusted to Mr. F. W. Kendall and his assistants, Miss Freeman and Miss Shove, who receive classes from the Bigelow, Lawrence, Lincoln, Thomas N. Hart, and John A. Andrew

Schools. These boys come from the first as well as the second classes of the schools named. The results of this experiment will go far to settle the question whether shop work can conveniently become a regular branch of grammar school instruction. At this time it is enough to say that there seems to be every prospect of favorable results. Miss Shove and Miss Freeman were regular teachers in the schools before taking up this special work under Mr. Larsson. What these have done others may do; and so in time every school in the city may have teachers ready to teach wood-working or sloyd.

Finally there is a centre of shop instruction in the Austin Primary School building, Paris street, East Boston, in charge of Miss Celia B. Hallstrom, who receives classes from the Adams, Chapman, Emerson, and Lyman Schools; the school last named sending fifteen girls. These pupils, like those in South Boston, come from both the first and second classes of the schools named. The girls are said to be in no respect inferior to the boys in their work at the carpenter's bench. Miss Hallstrom is also a graduate of Mr. Larsson's normal classes.

Mention should be made of the fact that in the Lowell School there are four divisions in the fifth and sixth classes taught elementary manual training by their regular teachers. This consists of a sort of work known as "knife-work" performed upon thin wood and cardboard, the like of which has been practised in the public schools of Springfield, Mass. Also Miss Ella L. Burbank, of the Brimmer School, has this year been teaching her own class, the third, in sloyd, as she learned it from Mr. Larsson.

An important inquiry made of the school principals was this: Has the instruction in sloyd, or light tool-work or carpentry, been required of all members of the class, or are the parents asked to make a choice in the matter? The answers to this question showed that all members of the class were required to take that instruction in every school where it was taken at all, except two. In these two, parents were requested to express their choice in the matter, and did so.

Another inquiry was made for the purpose of learning whether drawing was made a part of the sloyd instruction by all the teachers of sloyd. The answers showed that drawing was made a part of that instruction, save in a few instances. Just here the remark may be made, that when wood-working becomes established as a regular branch of the grammar school instruction, this and the instruction in drawing will need to be coördinated and harmonized in order to prevent a possible waste of time by duplication of teaching. The School Committee of Brookline, Mass., has put the whole time devoted to drawing, together with that devoted to shop work, under one head and called it all manual-training time. This arrangement appears to be an advantageous one. Some such arrangement we must probably make before long in Boston.

This division of my report may best be concluded by giving a varied and interesting assortment of information and opinions culled from the masters' reports.

Color work with brush is going on in the fourth classes by the boys, while the girls are sewing, 75 boys. Color work with brush is taken by all the pupils of the third classes, 100. In the color work, designs are drawn with instruments, and colored, careful attention being given to harmony of color. We have no doubt of the intellectual value of all our manual work. In the sixth classes, boys work two hours a week at light tool-work, and the girls sew. In the fifth class the same is done. In the fourth classes, boys work at color work and the girls sew. In the third classes, both boys and girls work at color work two hours a week. In the second class, boys do carpenter work, and the girls cook. In the first class, boys do carpenter work, and the girls construct from cardboard. The whole grammar school has two hours a week in manual training, except that the girls in the first class do not have so much. The first class girls need something different.

DANIEL M. JONES,  
*Lowell School.*

Manual training in the form of wood-work combined with drawing has now been a part of every pupil's education in the upper grades of the Agassiz School for three years. The time is too short to speak in a dogmatic manner of the effect of such training, but I think I can discern the following good results: First, a distinct gain in accuracy, not only the habit of doing work more accurately, but also a better appreciation and knowledge of what accuracy really means. The constant use of the slate pencil and the-lead pencil, whose records are so easily changed or destroyed, leaves many, if not most, of our pupils without any adequate conception of the fact that accuracy is necessary or desirable. Manual training counteracts this tendency immediately and pointedly; for unless the pupil is accurate, he finds his piece clumsily and loosely constructed, perhaps his labor lost and his materials spoiled, while a piece of good work either his own or his classmates prompts to greater effort and sets a higher standard for the future. Second, this makes the pupil more thoughtful. Third, it makes him more attentive. Fourth, it makes him more observant. Fifth, the good effect of this training is quite noticeable in drawing and in arithmetic, especially in the subjects of mensura-

tion and square root. Sixth, it has given certain boys an increased interest in school.

JOHN T. GIBSON,  
*Agassiz School.*

In 1889 a room in the Smith-street Primary building was fitted up by the School Committee, and all necessary tools, benches, and appliances were procured for manual training in wood-work. Through the liberality of Mrs. Shaw, Mr. Everett Schwartz, a graduate of Herr Solomon's school at Nääs, Sweden, was secured to give instruction in sloyd. Twenty pupils from every grade in the grammar school received instruction in lessons of two hours each once a week. The models first used were those of the Nääs School, but these were soon changed; and during the two and one-half years the school was open, the series of models underwent several modifications. Drawing was a prominent feature after the first models were changed. Several classes of girls from the upper grades received instruction and were much interested in the lessons. Their work was of as high merit as that produced by the boys. In 1891 Mr. Schwartz was elected instructor of manual training in the public schools of Waltham, and a satisfactory teacher was not secured to fill the vacancy. The school was closed and the plant removed in 1892 to the old High School building in Roxbury. In 1889 a cooking school was opened in the Phillips-street Primary building; and was continued there until 1892, when it was removed to the old High School building. Classes of boys took lessons in cooking with gratifying results.

M. T. PRITCHARD,  
*Comins School.*

I heartily approve of the manual work. It is educational and disciplinary, and I think it has a moral influence, as the results present an object lesson, in wrong or right doing. In my judgment the pupils accomplish as much intellectually as they would if the whole time were employed in the regular studies. Teachers approve of it, pupils enjoy it; only one boy out of ninety-four says "I don't like it." More work could be done in the class-rooms if tools and materials were furnished, and the teachers interested

and qualified for the work. A set of sloyd-knives has been procured for the third class, and some excellent work is being done under the direction of the regular teacher, Ella L. Burbank. Every pupil in a class should receive instruction. The plan of teaching a part of the class, or making it optional with the pupils, is unsatisfactory and not productive of the best results. Five teachers in the Brimmer are taking the Normal Course in sloyd work under the direction of Mr. Larsson.

Q. E. DICKERMAN,  
*Brimmer School.*

If material and instruction to the grammar teachers could be furnished, the Lyman grammar teachers would do any or all of the kinds of manual training outlined by the "Course of Study." It would be an easy matter to outline still other work in this line; but it seems useless, until material and instruction are furnished, to carry out work already outlined. Seven girls of the first class are taking dressmaking and drafting, as they prefer it to sloyd. All the girls of the second class continue cooking, so there is no sewing work done in that class this year.

A. H. KELLEY,  
*Lyman School.*

The present plan of sending our entire class to the Manual Training School meets with my hearty approval. I am much pleased with Mr. Leavitt's plan. It is the most feasible and satisfactory I have seen. Another year the instruction should be somewhat extended. My primary teachers have done and will continue to do, with one exception, as much of the work in manual training, as seems compatible with general progress in school work. I understand that is the desire of the committee.

FRANCIS A. MORSE,  
*Sherwin School.*

In this district the experiment of teaching sixty pupils at one time in sloyd has been successfully tried. Only the first sloyd models have been tried so far; and so it is too soon to declare that so large a number can be continued through the course; but

the present indications favor the opinion that it will be a success in the end.

F. H. RIPLEY,  
*Bigelow School.*

I wish light tool-work could be introduced into all grades of the grammar school, or at least into all grades above the fifth. I wish also that a room might be fitted here to accommodate fifty pupils and a teacher appointed to give instruction in sloyd, or light tool-work. I usually have ten divisions above the fifth grade. The regular teachers would, in a short time, be able to assist the special teacher in giving instruction to their respective classes. In one end of the school-yard, a one-story building with a monitor roof could be erected and fitted up to accommodate fifty pupils. There is abundant room in the school-house basement, which would adjoin and be connected with the room I ask to have constructed, for lockers and for storage purposes. This basement is dry and well lighted. Unfortunately it is low studded, seven feet, otherwise it would be a superb place for manual training.

AMOS M. LEONARD,  
*Lawrence School.*

I think it is desirable to have instruction in sloyd given in the third classes of the grammar schools.

JOSHUA M. DILL,  
*John A. Andrew School.*

In mixed schools there should be some proper mechanical work laid out for the boys in the sixth, fifth, and fourth classes while the girls are sewing. I am not at present able to suggest a plan to bring about this much-desired result.

F. F. PREBLE,  
*Adams School.*

One lesson a week is given in leather-work to twenty-one boys of the second class, eighteen boys of the third class, thirty-five boys of the fourth class, twelve boys of the ungraded class, — total, eighty-six boys. Instruction in printing is given to six-

teen boys of the first class, twenty-six boys of the second class, eighteen boys of the third class, twenty-eight boys of the fourth class, — total, eighty-eight boys. Instruction in leather-work and printing has been given my boys for the last six years to about the same extent as at present. Nearly all the boys in the first, second, and third classes receive manual training in various classes. Boys are allowed to choose the kind of instruction so far as possible. Parents rarely object. When they do, their boys are not allowed to receive the instruction.

S. HARRINGTON,  
*Eliot School.*

The second class is divided into two classes in carpentry, one in printing, and one in leather-work. Carpentry by Messrs. Eddy and Dodd; printing by Mr. Hull; leather-work by Mr. Downer. It has been a source of regret that no provision could be made for the first class also. The work is beneficial in every way to the older boys; and I should be glad to have it extended much further.

ELIAS H. MARSTON,  
*Phillips School.*

I am a practical printer, and should be glad to give instruction in this school if I could be furnished with material.

J. WILLARD BROWN,  
*Emerson School.*

Manual training is greatly needed in this school, not so much for the good boys of the second class, as for the bad boys of the ungraded class, who care not for books, and can be educated only through their fingers and eyes.

CHARLES F. KING,  
*Dearborn School.*

I should like to take some form of light wood-work in the third class. Sewing in the sixth, fifth, and fourth classes, wood-work in the third class, cooking in the second class, and cutting and fitting in the first class. [A girls' school.]

CHARLES W. HILL,  
*Bowditch School.*

There has been no cooking-school that could be conveniently attended by our pupils, until a few weeks ago. Next year all, or nearly all, the girls who are permitted to go will probably attend. Next year it is expected that there will be a carpentry school which boys can attend, and they will without doubt go.

HENRY B. MINER,

*Edward Everett School.*

There is now a teacher's "Sloyd Class" in this building, and we hope to commence teaching it to the pupils at the beginning of next year, and perhaps before. Also, it is possible that we may send a class to the "Cooking School" at the Henry L. Pierce School in the autumn.

H. M. GEORGE,

*Tileston School.*

#### ELEMENTARY MANUAL TRAINING IN THE PRIMARY SCHOOLS.

The instruction embraced under this head for primary classes, and mentioned in the "Course of Study," consists of clay-modelling, paper folding and cutting, sewing, stick-laying, and cardboard construction. This work is substantially kindergarten work continued into the primary grades. Recent inquiries addressed to the teachers, for the purpose of ascertaining how far this work had been carried out in its several branches, have brought forth quite definite information. It is found that clay-modelling has been taught during the first half of the present year by all the primary teachers in thirty-three districts; and by some of them in all the other districts save three. Paper folding and cutting has been taught by all the primary teachers of thirty-seven districts; and by some of the teachers

in all the other districts save two. Sewing, stick-laying, and cardboard construction have been taught by only a few of the primary teachers. These few have been so enthusiastic in their desire to enrich their teaching, that they have purchased with their own money the necessary material to do the work. I desire to bestow the heartiest commendation upon such teachers; yet I should be ashamed to appear for a moment to suggest that teachers should be expected to spend one cent of their hard-earned wages to supply material which ought to be furnished by the city. It is, therefore, gratifying to be able to say, that ample provision has now been made by the Committee on Supplies for providing the material necessary to a proper carrying on of this work in future; and all a teacher will need to do hereafter will be to order the material designated as appropriate to her grade.

The answers to my last inquiry (what is proposed to be done in the second half-year, etc.) show a universal readiness to do all the work required by the Courses of Study, provided the necessary material can be furnished.

To complete the record, it may be stated that sewing was taught during the first half of this year in the Allston district by one primary teacher; in the Chapman district by six (all); in the Comins by two; in the Gaston by two; in the Hancock by three; in the Harvard by four; in the Lowell by sixteen (all); in the Minot by two; in the Norcross by three; in the Phillips by two; in the Stoughton by two; in the Tileston by one; and in the Win-

throp to all primary classes by the regular sewing teacher. Stick-laying was taught by all the primary teachers in fourteen districts; and by some of them in twenty-six districts; but by none of them in fifteen districts. Cardboard construction was taught scarcely more than sewing. It was taught by all the primary teachers in the Chapman, Charles Sumner, Hyde, Lowell, and Tileston districts, and by one or two in the Bowditch, Franklin, Gaston, Harvard, and Hugh O'Brien districts. In all the remaining districts this branch of work was untouched.

For the primary teachers, this record of a first year's work in manual training is highly creditable. Next year's record will doubtless be no less so; while the results in children's work will be far more abundant and excellent. We have but just begun to realize the possibilities which this new line of instruction may open to us.

#### CONCLUSION.

In bringing this report to a close, it may be well to advert in a few words to its main purpose; which is not so much to express a critical estimate of the matters touched upon, as to communicate a mass of information concerning the history and present condition of our school work. This information is offered as raw material for the manufacture of views and opinions, or as a useful contribution to current educational discussion. Educational discussion is going on all the time both in school circles and in the community outside; but there is no greater need

than that discussion should proceed upon full and accurate information. Inasmuch as such discussion turns largely upon those features of the school system which are susceptible of improvement, the information thus drawn out is apt to wear the aspect of unfavorable criticism ; but it is unfavorable criticism in appearance only ; the great underlying fact being that the system itself is strong and active and fruitful of good results. It is a sign of vitality and health in the system that it should be constantly mending its imperfections, mending them even under public observation. In the matter of promotions, for example, with which this report has so largely dealt, it is not that the whole system is wrong, but that it needs readjustment here and there to changed conditions. A graded school system is not a piece of mechanism that can be wound up and set a-going so as to work out precise results like a clock ; it resembles more a living organism, requiring constant attention to all external conditions affecting its health and functional activity.

That our school system is producing most precious results on a large scale is a fact well known and universally gratifying in this community. The year past, in particular, has been characterized by harmony and efficiency in all branches of administration and instruction. It is believed that the well-worn phrases *our schools were never in a better condition*, etc., can be used to-day with full justification. Certainly they are worthy of the great confidence reposed in them by a generous and a critical people.

Just now we hear the notes of preparation for

the world's great fair at Chicago. The most significant part of that great exhibition of the world's forces and products will be the department devoted to education, the controlling force of all. Massachusetts and Boston, like all other States and cities, will be expected to exhibit, so far as such an immaterial thing can be exhibited, their education. Our city has won honorable recognition for the excellence of her educational exhibits at other times and places. This very recognition is the strongest, nay, the conclusive reason why she should contribute of her best to the educational exhibit in Chicago. Nor need we indulge any misgiving as to the character and quality of the contribution which is possible for her to make. In all lines of school work, in all matters of school organization, administration, and instruction, Boston can make a most interesting and creditable showing ; and I believe that the intelligence and enthusiasm of her teachers can be counted on to bring forth such manifestations of excellence that our city's educational reputation shall suffer no detriment.

Respectfully submitted,

EDWIN P. SEAVER,  
*Superintendent of Public Schools.*



APPENDIX A.

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EXAMINATION PAPERS.



## APPENDIX A.

# EXAMINATION PAPERS.

\*\*\* Each paragraph is a single question paper.

### GRAMMAR AND LANGUAGE. CLASS 5II.

1. Write a sentence containing a proper and a collective noun. 2. Sentence containing a personal pronoun, third, singular, nominative, and one first, plural, objective. 3. Sentence containing relative pronoun, nominative. 4. Sentence containing the word "that" twice, but each being a different part of speech from the other. 5. Sentence containing the word "iron" twice, but each being a different part of speech from the other. 6. Sentence containing an irregular intransitive verb. 7. Sentence containing an irregular transitive active verb. 8. Sentence containing a regular intransitive verb. 9. Sentence containing a regular transitive plural verb. 10. Sentence containing a coördinate and a subordinate conjunction. 11. Sentence containing the word "down" twice, each being a different part of speech from the other. 12. Complex sentence containing an adjective clause. 13. Sentence in which a preposition shall be followed by two personal pronouns connected by a coördinate conjunction. 14. Sentence containing an adjective in the superlative degree. 15. Sentence containing a transitive passive verb, past perfect, indicative. 16 and 17. Write plural of *knife*, *potato*, *ally*, *alley*, *box*, *sheep*, *radius*, *brother-in-law*. 18, 19, and 20. Principal parts of *blow*, *catch*, *come*, *feel*, *go*, *lay*, *grow*, *sink*, *throw*, *hurt*.

1. Mark the sounds of the vowels and the accent of *pretend*, *day-time*, *democrat*, and *abode*. 2. "There was a man in our town and he was very wise." Analyze in full. 3. "Mr. Goodnow will provide the supper on that occasion." Write the sentence making the verb

passive. 4. "The General noticed that his men were nearly exhausted." Mark the clause and state what kind it is. 5. Give reasons for all the marks of punctuation in the following sentence: "Fire, if *you dare villains!*" hoarsely shouted the *people*. 6. Copy the following sentence and supply the punctuation and capitals: george said the old man suddenly *interrupting* would you like to *drive* the carriage a two seated beach wagon. 7. Give the part of speech and the construction of the italicized words in the two preceding quotations. 8. Write the analysis of the following in full: "No one took any notice of the report, until the soldiers were startled from their quarters by the report that the town was in flames." 9. Give the voice, mood, and tense of the verbs in 8. (The above were not given by the Master, and he considered them too difficult, especially No. 9.)

1. " 'Tis distance lends enchantment to the view,  
And robes the mountain in its azure hue."

What kind of a sentence? How many clauses? Synopsis of verb *lends*, indicative mood, first person, plural. Parse *its* and *mountain*.

2. Write a complex sentence and name the subordinate clauses. 3. Write a sentence with the verb *go* in the potential mood, present-perfect tense. 4. Write the following in prose:

- " Now came still evening on, and twilight gray  
Had in her sober livery all things clad."

5. Make a receipted bill to John Stone for ten articles bought in a grocery store, or to Mrs. J. Jones for ten articles in a dry-goods store. 6. Answer an advertisement of Jordan, Marsh, & Co., for a book-keeper, or apply for a position as such. 7. Write a sketch of the poet whom you have studied this year and give a quotation from one of his poems.

1. Dictation: Mary, did you remember that letter? No, Emma, I didn't. Shall I return for it now? It is too late. How very careless you are! 2. What is an auxiliary verb? Name three auxiliary verbs, and state what they indicate in connection with other verbs with which they are used. 3. Write a sentence with the verb *prepare*, in the passive voice. Change your sentence so that the verb shall be in the active voice. 4. Name and define the properties of verbs. 5. Name the "principal parts" of the verbs, *fly*, *do*, *study*, *buy*, and *learn*. 6. Write a sentence containing an adjective, an adverb, and a conjunction. A second containing a relative pronoun. 7. Compose a sentence, using the verb, *grow*, in the indicative mood, future-perfect tense. A second containing the verb, *see*, in the potential mood, past tense. 8. How are adjectives of one syllable generally compared? How are ad-

jectives of more than one? Compare *good, worse, more, careful, and pitiful*. 9. Analysis: John lost his book while he was returning to school; but his sister found it again. 10. Composition: Write a letter of application for such a position as you would like, stating why you would like it, and the qualifications you have for performing the duties of the position.

1. Write a complex sentence. Express the same thoughts with two or more simple sentences. 2. Write another complex sentence. Express the same thoughts with a compound sentence. 3. Define a relative pronoun and illustrate its *two* offices. 4. What parts of speech admit of change in form to express grammatical properties? 5. Show the difference in the use of *who, which, and that*. 6. Name the compound personal pronouns and tell in what cases they are used. 7. What is the passive voice? What verbs take that form? How is it made? 8. The sudden and distressing death of *his wife by fire* had something of *the same influence upon his work* as the death of *Bryant's wife* had upon *that poet*. 9. Name each phrase, tell what kind and what it modifies. 10. "When will school close?" said Mary. Analyze. 11. Write one verse of some poem which you have learned during the year, give the title and author's name. (Omit any one of the first six.)

1. Analyze the following from "The Deserted Village":

"His ready smile a parent's warmth expressed;  
Their welfare pleased him, and their cares distressed;  
To them his heart, his love, his griefs, were given;  
But all his serious thoughts had rest in Heaven:  
As some tall cliff, that lifts its awful form,  
Swells from the vale and midway leaves the storm,  
Eternal sunshine settles on its head."

2. Parse these words: "smile," "parent's," "tall," "midway," "them," "were given." 3. Read carefully "The Fiords of Norway," in the Fifth Reader, and then write a description of the same from memory. (The teacher may place a set of topics on the blackboard to assist the pupil's memory.) 4. A letter.

1. Mary came home promptly and pleased her mother. Indicate the parts of speech. Decline the pronoun. 2. Punctuate properly: John come here Did you hear me Remember the old saying A stitch in time saves nine. 3. Correct these expressions, if they are incorrect: The men's apartment. The childrens' room. The four sheep's fleece. The ladies' basket. The small monkeys' intelligence. 4. Write the plural of these words: this, fox, turkey, tooth, mouse, himself, it, fish, couple, index. 5. *While I remain in the country this summer, my time will be mainly occupied in active recreation with an*

*occasional review of my studies.* Name the entire subject of the foregoing sentence. Analyze the clause. Select the nouns and dispose of them. Name the adjectives and dispose of them. Dispose of the adverbs. 6. Correct the following sentences, if they need correction, and underline words changed: A lot of horses are running wild. He has promised to learn me to skate. These kind of apples are excellent. The city lies among two rivers. The stream flows silent on.

1. Name the parts of speech in order in the following sentence: "Can you tell me who sent that book?" 2. Give the antecedent of "me" in the sentence in number one. The antecedent of "who." 3. Parse the words of this sentence in full. 4. How do we form the plural of words ending in "y"? Write the plural of *fly*, *valley*, *lady*, *chimney*. 5. Give the feminine form of *lion*, *hero*, *widow*. 6. Decline *I*, *you*, *it*, *who*, *woman*. 7. Compare *great*, *late*, *much*, *well*, *square*. 8. Give the perfect participle of *go*, *fly*, *learn*, *set*, *write*. 9. Write three sentences each containing a transitive verb and underline the verb. 10. Change these same sentences to the passive form. 11. Write on the board for correction: georges father give him a sent. Hes to tired too play base ball? Each bought them a new hat Why must I suffer all this! It was him that did it. That class of boys are going home. 12. Dictate: After a stormy night, a father and his son went out to see what damage had been done by the storm. The son said "Look, father! there is that strong oak lying yonder on the ground, while the slender willow stands upright as ever." The father replied, "My son, the oak was destroyed because it fought against the storm; while the willow, by yielding, to the gale, avoided its fury and still lives." This fable teaches that *it is better to bend than to break*. (Correct for capitals, spelling, and punctuation.) 13. Write a letter. The subject of the letter will be "Vacation." The boys may tell what they would like to do or what they propose to do.

1. Write a sentence containing a relative pronoun and underline the pronoun. 2. Write a sentence containing the plural of *box*. 3. Write a sentence containing the possessive plural of *lady*. 4. Write a sentence containing the possessive singular of *goose*. 5. Write a sentence containing the feminine of *boy*. 6. Decline *I*. Decline *he*. 7. Write a sentence containing the objective plural of *me*. 8. Write a sentence containing the verb *recite* in the present perfect tense, active voice, and a noun in the objective case. 9. Change the sentence so that the verb will be in the same tense, and in the passive voice. 10. Charles will have recited his lesson at half-past ten tomorrow. Underline the verb and give the tense. 11. What is tense? 12. Give the principal parts of the verbs *blow*, *drive*, *freeze*, *see*, *take*. 13. Compare *good*, *little*, *industrious*. 14. Write a sentence containing the adjective *good* in the

superlative degree. 15. Name the parts of speech in the following sentence: The carriage which brought us has returned.

1. Reproduction by the pupils of the poem of "Perseverance" by Eliza Cook. This was read to them twice by the teacher. 2. Analyze by diagram the following sentence: "To him, who in the love of Nature holds communion with her visible forms, she speaks a various language." 3. "Sir Christopher Wren, who was the architect of St. Paul's of London, which was built after the great fire of Charles II's reign, died at the advanced age of ninety one, on the completion of the church which is a monument to his fame." How many independent statements and how many clauses does this sentence contain? Name the proposition of each. 4. Give an example of a simple, complex, and compound sentence designating each. 5. What is a transitive verb? An intransitive verb? Illustrate by sentences. Write a sentence containing a verb used transitively, and another sentence containing the *same* verb used intransitively. 6. Change the voice of the verbs, as far as can be done, in the following sentences: The tree was shaken by the wind. She will arise early to-morrow morning. I will send the messenger as soon as possible. Some very common specimens were shown to us. Mary has bought me a basket of flowers. 7. Give the possessive singular and the possessive plural of the following words: *wolf*, *turkey*, *deer*, *colony*, and *child*. 8. State the mood and tense of the following verbs: *had said*, *might have said*, *will say*, *if I say*, and *to have said*. 9. What is a passive verb? How is the passive voice formed? 10. Give all the participles in the active voice of the following verbs: *lie* (to recline), *lie* (to tell a falsehood), and *lay*. 11. Give the construction of the italicized words in the following sentence: "An old *clock*, *that* had stood for fifty years in a *farmer's* kitchen, early one morning *before* the family was stirring, *suddenly stopped*."

#### GRAMMAR AND LANGUAGE. CLASS III.

1. Dictation. "Maud Muller" is the name of a poem written by John G. Whittier. "I'd rather be right than be president," were the words of Henry Clay. 2. (a) Combine the following into one sentence: *Boston is the largest city in New England. It is the capital of Massachusetts. It is the metropolis of Massachusetts.* (b) Use *to*, *too*, and *two* in one sentence correctly. 3. Imagine you have lost your pocketbook; write a proper notice concerning it for the morning paper. 4. (a) Write a sentence in which the simple subject is modified by an adjective, a possessive noun, and a noun in apposition. (b) Write a sentence in which the simple predicate is modified by an adverb, and an adverbial phrase. 5. (a) Give the meaning of the following abbreviations.

viations: A.D., C.O.D., A.B., Lieut. (b) Give the meaning of the suffixes *-ful*, *-ness*, and *-less*. Illustrate each. 6. Write the heading, salutation, and subscription of a letter to a friend. 7. Analyze this sentence: The tall oaks, the kings of the forest, wave their branches gracefully in the cold March winds. 8. Correct the following: The cattle were drove to pasture. Tell them to set still. Being weary I laid down and ris, much refreshed. 9. (a) Use *sail* in a sentence as a verb and as a noun. (b) Use *oil* in a sentence as an adjective and a verb. 10. To what part of speech does each of the italicized words belong in the following: *Nature* had put on a coat of *many* colors. The crime was *great* and the punishment *should* be severe. The gentleman *whose* company we expected did not come. Give the verbs in the last sentence.

1. What is a personal pronoun? 2. What is a relative pronoun? 3. Correct the following, and give reasons for corrections: Which is her? 4. Tell three ways by which gender of nouns is expressed. Illustrate each. 5. Decline *merey*. 6. What degree of comparison is used in each of the following: (a) This is the least sensible plan. (b) He is the better scholar? 7. When should each be used? 8. Write a sentence in which are used, an adverb of time and another of place. 9. Analyze: "Two tired hersemen rode slowly up the hill to the bubbling spring." 10. Parse *rode*, *tired*, *slowly*, *up*, and *bubbling*. *Composition.* Write in your own words, "The Legend of Bregenz."

1. Pupils to have fifteen or twenty minutes to study the story of "The Valley Brook," lesson 66 of the Reader. Then to close the book and write the story in their own words, making it good prose. 2. "Wanted a young lady in a photographer's studio. Must have a good business and artistic talent and come well recommended. Address 154 Tremont Street, Room 15, Boston, Mass." Write such a letter as you would send if you wished to secure the place. 3. Lesson 79, Reader. — "Ichabod Crane's Ride." First paragraph. Make lists of ten nouns and five verbs in the paragraph. Which of the nouns are in the nominative case? Make a list of five adjectives and tell the degree of comparison. Change the first sentence in the paragraph to one that asks a question. Analyze the last sentence in the paragraph.

1. What is Language? 2. The beautiful flowers of spring. Is this a sentence? Why? 3. (a) Change the following sentence, making the subject plural: *That man worked ten hours a day*. (b) Change it so it shall express future time. 4. Write an interrogative sentence containing a noun in the plural possessive. 5. What is an adjective phrase? Give a sentence containing one and tell what it modifies. 6. What is the predicate of a sentence? Write a sentence and underline the predicate. 7. How may the predicate be modified? 8. How

may the subject be modified? 9. Write a sentence in which there is a quotation. 10. (a) Name the parts of speech in, and (b) analyze the following sentence: The spots on the sun are seen through a telescope. 11. Change three stanzas (12 lines) of poetry into prose. Subject — "Kindness." Found in Franklin Fifth Reader, page 65. 12. Dictation. Taken from Metcalf's Language Exercises, page 43, Lesson 11.

"We scatter seeds with careless hand,  
Shall we ne'er see them more?"

1. What kind of a sentence is each of the above? Name the subject and predicate of each. 2. Analyze the last sentence. 3. Parse *we, shall see, hand*. 4. Compare *more, careless, next, late, worse*. 5. Name the phrase in the first sentence. What does it modify? What is a phrase? 6. Name the parts of speech. Make a sentence containing four different parts of speech and designate each part. 7. Combine each of the following pairs of sentences by means of conjunctions or pronouns. (1) The boy was ill. He is better now. (2) You are tired. You may rest now. (3) He spoke the truth. He was not believed. (4) The rain stopped. They resumed their journey. (5) The men came here. He went away. 8. How do you form the possessive singular, possessive plural? Make a sentence containing a noun in the possessive singular. One containing a noun in the possessive plural. 9. Write a note to Mrs. Mary Dunton requesting the loan of the book "Little Women." Make the note in the third person. 10. Write a letter to Mr. Marvin telling him of your plans for the summer. You will be marked on the form of your letter, composition, spelling, punctuation, neatness.

1. Give and illustrate two rules for forming the plural of nouns. 2. Do verbs have number? If they do, illustrate. 3. Give the case of each word italicized. (1) The boy came to thank his *host*. (2) The *ladies'* bonnets were gay. (3) Fannie, have *you* learned your lesson? (4) Fannie told her brother *John*, that she had learned it. 4. Write from dictation: The principal asked "What average did your class get in Language?" 6. Analyze the following sentence: "The rice plant is said to have been accidentally obtained out of the cargo of a vessel from Madagascar." 6-10. To write a page or more on one of the following subjects: Brazil, Bones, George Washington, Drawing, A Journey.

1. Dictate: "Oh, father," said Robert, laughing, "I thought that you were going to start when the sun began to rise!" "And so I am," answered his father, as he untied the boat. "We will be off at once, for the fish must be waiting for us." "I think that they did not sleep much if they are waiting for us so early," said Robert. 2. Words to be given to the pupil to be put into sentences: *artificial, remainder, ostrich, forbidden, vinegar*. 3. Write a letter to some one in Chicago who has

never visited Boston, telling something about the city, its situation, and some points of interest here worth visiting. 4. Analyze: In the corner of the room, his scarlet robes thrown carelessly upon a chair, sat the king. 5. Parse each word in the above. 6. Decline: *lion, us, child, potatoes, lady*. 7. Compare: *brightly, famous, sweet, beautiful, noble*. 8. Supply the omitted words in the following: Every person should remember that —— may need help at some time. Let each pupil wipe —— shoes. [Interrogative pronoun] did you meet? 9. Write from memory not less than two verses you have learned during the year.

1. Dictate the following: mark for spelling, punctuation, etc.

“Give me of your bark, O birch-tree,  
 Growing by the rushing river  
 Tall and stately in the valley.  
 I a light canoe will build me  
 That shall float upon the river  
 Like a yellow leaf in autumn.”  
 Thus aloud cried Hiawatha  
 In the solitary forest,  
 And the tree with all its branches  
 Rustled in the breeze of morning,  
 Saying with a sigh of patience,  
 “Take my cloak, O Hiawatha.”

2. Who is speaking? Where is he? What part of the day is it? For what is he speaking? For what does he ask? What use will he make of it? What noise does the tree make in replying? What does the tree call its bark? 3. Select from the dictation five nouns and five verbs. 4. Select the pronoun in the first line, tell its case and write its plural number. 5. Select the first pronoun in the fourth line, tell its case and write its plural. 6. Select five adjectives and tell what each describes. 7. Express in one word how he wants the canoe to float. 8. Use the adjective for the phrase “of patience.” 9. Write a letter to your teacher telling her how you spent the 17th of June and why you had a holiday.

*Language.* 1. Write a brief account of the poem “Evangeline.” 2. (a) Give your opinion at length of the poem as a whole. (b) What quotation, comparison or description impressed you most? 3. Correct and punctuate the following: I met dr. black this morning who said have you recovered from your cold I told him that I had but that my mothers head still ached. he asked me to come to his office on dean street but I said I do not know where it is dont you said he then I will show you. I then went there for some medicine for my mother. 4. Write a note of more than four lines asking me to excuse you for an absence. (To be marked for arrangement, expression, capitals, and punctuation.)

5. Punctuate the following : A long dreary dark road brought Mary our young friend to the end of her dusty and tiresome journey. *Grammar.* 1. *Many scholars of this room who come regularly and punctually recite well.* Write over each word what part of speech it is. 2. Write a sentence containing a transitive verb expressing present time, and tell why it is transitive. 3. How many kinds of pronouns are there? Give an example of each in a sentence. 4. How many kinds of sentences are there? Give an example of each. 5. In what ways may the subject of a sentence be modified? Give an example of each. 6. In what ways may the predicate be modified? Give an example of each. 7. What is an abstract noun? Write a sentence containing one. 8. Write a sentence and put the noun *baby* in the objective case. Write another and put the noun *baby* in the nominative case. Write still another and put *baby* in the possessive case. 9. Define : pronoun, adverb, preposition, adjective, verb. 10. Analyze the following sentence : Brightly the sun rose over the beautiful valleys.

*Dictation.* The island which Columbus first discovered is called San-Salvador. Captain John Smith thought he might find the Pacific Ocean, by sailing up the Chesapeake Bay. Miles Standish first reached land at Cape Cod. The Narragansett Indians were enemies of Massasoit. William Penn, who founded Pennsylvania, was born in London, England. Which do you like best Physical or Political Geography? Manly tenderness has a peculiar charm. Sir Walter Raleigh's shrewdness, has ever been considered gallantry. They now proceeded cautiously forward dodging from cover to cover. As he emerged from the thicket, his attention was occupied in an unexpected manner.

O, for boyhood's time of June,  
Crowding years in one brief moon.

*Grammar.* 1. "A welcome rain refreshes the thirsty flowers." What kind of a sentence is this? How is the subject modified? How is the predicate modified? 2. Punctuate the following sentences: The head of the family Mr. Brown is a grave sedate man. Gold silver copper iron and lead are found in that country. 3. "A grand stately lady with a sweet face bent over the injured boy." Name the adjectives in the above sentence, and tell what words they modify. 4. "John wrote an invitation." Put this sentence in the form of a question. In the form of a command. 5. "John's father managed his boat skilfully." Analyze this sentence.

## GRAMMAR AND LANGUAGE. CLASS IV.

1. Dictate: Henry's teacher sent him to a store on Washington St. 2. Dictate: "I expect to be promoted," said John. "Is the examination hard?" said the boy. 3. Dictate a letter of lines enough to illustrate address, date, and spacing. 4. Use in sentences these words: understand, industrious, teacher, tries, believes. 5. Put into one sentence the following: There was a strong wind. It destroyed buildings. It tore down trees. 6. Write the abbreviations for morning, pound, Massachusetts, debtor, November. 7. Correct: Henry and me went to the store. Who did you see? It was me. Them bundles was his. 8. Write a declarative sentence. Change it into an interrogative sentence. 9. Ask one question about this school, and answer it. 10. Neatness, etc.

1. Write these sentences: Is there no remedy? Occupation is indispensable to happiness. The captain never permitted danger to destroy his judgment. After *an* hour's sailing we completely lost sight of the *Indian* canoe (or *English* vessel), even through the field-glass. *His* friend, the musician, seated himself before the piano. At eleven o'clock, the thermometer indicated intense heat, *and* we gave up the game. 2. See that your capital letters are in the right places. 3. See that your punctuation is correct. 4. Analyze the fifth sentence. 5. Parse *musician* in that sentence. 6. Parse *lost* or *indicated*. 7. State the part of speech of each word italicized. 8. Of what case is *we*? *Hour's*? *Happiness*? 9. Mention a phrase in any of the sentences above.

1. Tell two important things you have learned about the care of your bodies. 2. Name three minerals which you have studied during the year and write two sentences about one of them. 3. Write a brief description of your school building. 4. Write ten abbreviations and tell what they stand for. 5. Write words of opposite meaning to the following: *unfaithful*, *early*, *displease*, *north*, *many*. 6. Write a synonym for each of the following: *talk*, *tiny*, *mild*, *increase*, *needy*. 7. Dictate: One Saturday last February, Rachel's mother took her and her cousin Elizabeth to the Art Museum. While they were examining some of the Egyptian mummies the Rev. Dr. Alden entered with his little niece Alice. 8. Write from memory one verse of any poem which you have learned during the year. Write the title of the poem and the author's name. 9. The *next morning* the *same man* called *again*. One day, *two* wild-looking *young* men *came* out of a *tavern*. Transpose if necessary, and separate subject and predicate in the above sentences. Tell what parts of speech the italicized words are. 10. You have just had a birth-day and received several presents, one of which was given by a cousin living in New York. Write your

letter of acknowledgment, naming some of which you prize the most and why.

1. Dictation: "I didn't think" said Miss Smith, "that Dr. Brown knew the lady's name." There were gentlemen's umbrellas and ladies' parasols on the table till eight o'clock. Did the soldiers pay too much for their pens, ink, and paper? 2. Rewrite the following, using *yesterday* instead of *to-day*: He sees many ships to-day. We bring our books to school to-day. Mary does very well to-day. She teaches her brother to-day. 3. Words to be given in sentences (only the words to be written): height, doesn't, innocent, sun, fierce, wrists, ankle, obliged, scene, syllable, careful, excellent, groceries, Mediterranean, Chinese, purchase, permit, island, consent, divide. 4. Words to be given: the pupils to put them into sentences: yours, prepare, auction, until, forbidden. 5. Write a letter dated in this city, to-day, to tell a friend about a visit to the Public Garden or some other place with which you are familiar. Before writing the letter arrange three topics on which to write.

1. Write on the board for correction: new york the Largest City in america. I cant do as i wish.— can you. Georges farther give him a scent. hes to tired too play base-ball? Their wasn't anybody at home. Each bought them a new hat. 2. Read once through, then dictate without repeating: The silk-worm, which is a kind of caterpillar, belongs to the insect tribe, and feeds upon the leaves of the mulberry-tree. It spins threads of silk in the form of cocoons. Of these threads many of the fabries used for clothing are made. How strange! Ladies' beautiful silk dresses are the product of an ugly worm. (To the Teacher. Correct for capitals, spelling, punctuation. You may give the children the words "cocoons" and "fabrics" if unfamiliar.) 3. A letter is to be written upon the subject of "Vacation." The boys may tell what they would like to do, or how they propose to spend their time during July and August.

1. The boy's dog barked at an old man. The man said, "If you let that dog bite me, I will kill him to-morrow." 2. "Shall we have a school the 17th of June," asked James. Require inferences to 3 and 4. 3. If you should see a large black cloud in the west, what would you infer? 4. Suppose you should see a broken carriage on the side of the street, what would you infer? 5. What are the name words in your answer to number 4. 6. Name ten words that express quality. 7. Write as short a letter as you can to a friend, saying that you are going to visit him and spend the summer. 8. What are you going to do to-morrow? 9. Describe the weather for the past week. 10. Write any fact in geography.

1. Write a note accepting an invitation to a lawn party. 2. Draw a rectangle to represent an envelope and address it. 3. Write correctly the following sentences: He gave some to Mary and I. I haven't got no pencil. She don't know her lessons. Every boy brought their marbles. Was my examples wrong? Me and him stayed to school. Miss Clark learned us our lessons. 4. Write the following sentences correctly after omitting the italicized word: *I have* seen the book. *She has* done her task. *He will* sell the fruit. 5. Substitute *we* for the italicized words in the following sentences: *He* was hungry. *She* has some fruit. 6. Give five rules for the use of the capital letter. Give an example of each. 7. Separate into sentences: The capital of the United States is Washington it is in the District of Columbia on the Potomac River although not the largest it is one of the most beautiful cities of America almost in the centre of it is the capitol building from which the broad avenues of the city radiate like the spokes of a wheel from the hub many of these avenues bear the names of states such as Massachusetts and Pennsylvania Avenues. 8. Separate the following words into syllables: vacation, unit, president, broad, opinion, satisfactory, enough, ought, permission, fertile. Dictation: Nan and Bess walked along together with their arms around each other. Gus and Ned were just behind them. "Just look at those horse-chestnut trees, all covered with blossoms" cried Ned. "Aren't they grand old trees?" "What do they make you think of" said Nan. The children looked intently at the trees, Presently Bessie's face lighted up, and she exclaimed, "Oh, I know. It's like a Christmas tree."

1. Write the very best letter that you can in answer to one of these advertisements following the rules you have learned in regard to spacing, capitals, punctuation, etc. When finished fold properly and address. 2. Write to Wm. Constable & Co., Broadway, New York City, asking that some samples of dress goods be sent to your address: Give them some idea of the kind wanted. Wanted. A boy in a hardware store to learn the business. Must be honest, willing to work, and ready to give up the use of tobacco if desired. Address Frank Privington & Co., 375 Franklin St., Boston, Mass. Dictation: Lettuce, tea, coffee and sugar are sold by Mr. Brown's clerk. "Did you receive a message" asked Fred. "No" replied his aunt, "but I hope to hear soon." "Was Capt. Johnson's cousin at Dr. Brown's office?" said Gov. Ames. When James came here he gave me a box and said, "Please do not open this at present." "What is in it asked Annie?" Write the correct form of each sentence: Will I read this lesson? Aint I going to be dismissed. Can I bring my book home? [asked in a school-room]. He wished to come but he would not be left.

1. If you like your school, tell in your best language your reasons: or if you do not like it, tell very politely your reasons for that. 2. Write a sentence asking a question, then tell the subject and predicate. 3. Define a noun, pronoun, adverb, verb, and mention one of each kind. 4. Correct: g Washington did not believe in laying. but all ways told the trooth? 5. Correct this sentence using the fewest words: I haint got no knife. 6. Write a letter to a friend telling about school matters, home news, and plans for vacation.

1. What is a polysyllable? Write one. 2. Write a word containing a diphthong. 3. Write a word containing a triphthong. 4. Write two words each having a prefix. 5. Write a word having a prefix and suffix. 6. Write an imperative sentence. 7. Form plurals of *beauty*, *attorney*, *monkey*, *butterfly*, and *pulley*. 8. Dictate: Hark! hark! Is that the fire alarm? 9. Punctuate: Father said My son I hope you will always be truthful and honest. 10. Dictate: The gentlemen's hats and ladies' bonnets were on the table. 11. Write a letter to some friend stating that you have received a present of a book, naming the title, in which you were much interested; and offering the loan of it to your friend.

1. Dictate: Flies' wings are gauzy. "Father" said Fred, "did you bring me a pair of skates from Chicago?" 2. Change to plural the words italicized. Couldn't *that* boy find his marbles? Do you think this *girl* will harm the *egg* in the bird's nest? 3. Correct the following: Mother said John do they have boys mens and ladies boots for sale at R. H. Whites? I think they have John replied his mother do you need a pair. 4. Write the plural of *potato*, *thief*, *lady*, *monkey*, *goose*. 5. Correct: was you to home last evening. It was me who done it. They won't give me no more money. 6. Write the plural possessive of *man*, *child*, *ox*, *hero*, *city*. 7. Write a short statement about Hygiene. 8. Dictate, (Metcalf's Lang. Book Page 43.) 9 and 10. Write a few sentences about Our School Flag, or a story from memory.

#### GRAMMAR AND LANGUAGE: CLASS V.

1. Letter writing. Write a letter to some one you know who has never been to this school. Describe the yard, the house, and your room. Tell her what you do in school, what studies you like, and whether you expect to be promoted. You may also write, if you wish, about the banner and stars. 2. Proverbs. Each pupil may write one or two proverbs learned this year. She may write what she thinks one of the proverbs means and what we ought to learn from it. If it has been of any use to her she may write about that. 3. Story writing.

The teacher will read slowly and distinctly and repeat once the story on page 138-41 of the Child's Life Book. After which the pupils are to write from memory giving the story in their own words.

1. Dictation: Ned gets up at six in the morning (a.m.) and goes to bed at eight in the evening (p.m.). Gen. Parker, Capt. White, and Dr. French all live on Chestnut Ave. Where is this boy's hat? Where are those girls' books? 2. Write in words  $\frac{1}{2}$  of  $12 = 6$ ;  $\frac{1}{6}$  of  $18 = 3$ ;  $4 \times 6 = 24$ . 3. Write a letter to your friend in the country inviting him to spend Saturday with you. Tell him what games you will play, and when and where you will meet him. 4. Write a little story explaining this proverb, or tell in your own words what you think it means: "When the cat's away the mice will play." 5. Write these words in sentences: groan, grown, heard, herd, peace, piece, berry, bury. 6. Write from memory a stanza of poetry.

1. Reproduction. "How Hans was Promoted." 2. Dictation: James and Henry went to Dorchester to visit Uncle Charles and Aunt Mary. The boys live on Fourth Street, and they had to start very early in the morning to catch the eight o'clock train, from the Eastern Station. When they reached Dorchester, their Cousin Will was at the station to meet them. It took about ten minutes to go to their uncle's house. They had been in but a few minutes when their cousin said "Don't you want to come out and have a game of ball?" "Oh yes" answered the boys. They played till dinner time. After dinner Aunt Mary said "Now children let us get ready and we will go to the theatre." After the play was over they started home and reached there just before supper. 3. Letter: Description of your snow-man, — when you made him, who was with you, how you made him, how he amused you, how long he lasted, what became of him.

1. Dictation: "I am so glad vacation is coming," said Harry Brown to his little sister, Jennie. Harry had planned to go to his Uncle John's house for a good long visit, and he was in high hopes of a good time. There were boating, fishing, swimming, and many other things for him to enjoy. Jennie had had no share in his plans, and she was very sad when she found this out. So she said, "Can't you take me with you to Uncle John's?" But Harry said, "Girls don't know how to fish or swim or row, and you would be in the way of all my fun. No, you cannot go." Don't you think Harry was a very selfish boy? 2. Dictate the following sentences: Harry's father was a Boston merchant. Jennie called her doll "Topsy." "What's your name," asked the new boy. Have you ever seen the flowers in the Public Garden? 3. Make a sentence with each of the following words: brave, school, painter, hurry, sun. 4. Make a sentence telling what a farmer does, a blacksmith, a carpenter, a mason, a doctor. 5. Tell in a sentence

your name, age, residence, the school you attend, and your class. 6-10. Write a letter to Mr. Principal, telling him about what you are going to do this summer. Pay attention to the form of your letter, punctuation, spelling, writing, etc.

1. Make three sentences, putting two or more of these words and other words in each sentence: green, there, gold, with, were, hung, bells, little, apples. 2. Put into two sentences the plural of *baby* and *is*. 3. Fill up these sentences: He ——— kindly. I ——— John ——— yesterday. "I will go," ——— ———. 4. Write in your own words:

"I hear in the chamber above me  
The patter of little feet,  
The sound of a door that is opened,  
And voices soft and sweet."

5. Draw lines under the nouns or name-words in the following: The boy threw a ball. I have ten cents. Where is Mary's book? 6-10. Write a letter to your teacher from some country far away. (Spelling marked on this letter.)

1. Dictate: My teacher's mother's name is Mrs. Brown, and she lives on Dorchester Avenue, South Boston. 2. Dictate: Franklin Intermediate Reader, pp. 130 and 131, paragraphs 19-22. 3. Make sentences using the following words: business, hospital, promptly, its, doesn't. 4. Make the italicized words plural: The *child* has lost its *knife*. The *lady* is telling the man what she has seen. 5. Make singular: The thieves stole the loaves of cake. The policeman drove the oxen to the pond where the geese were drinking. 6. Write a letter about some city you have visited or some journey you have made. 7. Write two stanzas of poetry from memory.

1. Dictate: When our parrot sees the postman coming she says "Letter for Polly." 2. Dictate: "Spring is coming," said little Jack, "for I saw a flock of wild geese go north to-day." 3. Correct the following sentences: Is them clothes dry or only froze? He didn't do nothing. He will never be no taller. Will I close the door? The room is fifteen foot square. Him and me seen them as they were a coming. 4. Change the following sentences to mean more than one and punctuate them: The sailor's face was frozen. The child's top spins easily. 5. Change the following sentences to denote ownership: The wing of the eagle is long. Are the wings of the butterflies pretty? 6. Write four lines of poetry from memory. 7. Write a letter on one of the following subjects: To a schoolmate telling him your plans for future life. To a classmate who has been detained from school by illness. 8. Apply for a situation to work. 9. Write about your science lessons.

1. This letter was written on the blackboard and the pupils asked to answer it, the heading omitted :

BANGOR, MAINE, June 16, 1890.

DEAR COUSIN: I have been sawing wood to-day for father. Do you ever do such work? I expect to come to Boston in August. Will you meet me at the depot? To-morrow is Charlestown's great day. I suppose you will have a fine time over there. How far is Bunker Hill monument from your house? I should like to see it very much and go to the top of it, for the view must be grand. Have you been to the top of it? I am anxious to see Boston Common, too. I wish you would write and describe it to me, and what games the boys play there. Are your examinations all through? How soon do you have vacation, and where are you going this summer? Please write to me a long letter, telling me all about it.

Your cousin,

HENRY WOOD.

#### GRAMMAR AND LANGUAGE. CLASS VI.

1. Write these sentences: (1) Is that your axe? (2) They thought he was innocent. (3) The florist says I may gather some pond-lilies. (4) Has Jane found her bracelet? (5) We should be truthful. (6) Have you money enough to pay now? (7) No, please wait until to-morrow. (8) February has twenty-eight days. (9) The thief stole my new coat. 1. See that your capital letters are in the right places. 2. See that the sentences are punctuated correctly. 3. Which words in the fourth and eighth sentences are proper nouns? 4. Which word in the ninth sentence is an article? An adjective? A verb? 5. What is the subject of the eighth sentence? The predicate? 6. Write properly the abbreviation for February. 7. Which sentence is the answer to a question?

1. Write on the board for correction: New york is the largest City in America. i cannot do as i wish. can you. Johns father gave him a scent. The babys cant walk. 2. Read once, then dictate without repeating: Fred found a bird's nest with four eggs in it. The birds flew around his head, as if trying to tell him not to touch their nest. Fred knew what they meant and walked on to the sea-shore. N.B. Correct for capitals, spelling, punctuation. 3. Write a letter upon the subject of "Vacation." The boys may tell what they would like to do, or how they propose to spend their time during July and August.

Read to the class the story entitled "The Sheep," in Barnes' Second Reader. Class to write the story from memory on their papers.

1. Dictate: Dr. West's house is on Chester Park. His son Johnny has a kitten named Snowball. One bright June day while she was sitting on the fence, she saw Mary Jane, the cook, place a pan of milk on a low window-sill. 2. Finish the above story in an interesting way. 3. Correct the following sentences: There was ten boys who knew their lessons. This pen is know good. I seen him when he done it. I and my sister went to cambridge. Is the dogs leg hurt 4. *A, an, learn, teach, broke, broken.* Select one of the above words for each blank in the following sentences and finish the sentences: Will you — me to do — example. I have — my pencil. 5. For what words do the following abbreviations stand: M.D., P.M., A.M., Co., Gov.? 6. Write a letter to some boy-friend asking him to join the ball team to which you belong. Tell him where you practise, the names of the other boys who belong, and what success you have lately had. Or, invite your friend to come and see your garden. Tell him what you have planted or set out, something about its size, and what care you take of it. (Omit the 3d, 4th, or 5th, if you choose.)

1. Write an interrogative sentence. 2. Give five abbreviations and what they stand for. 3. Give the rules for capital letters. 4. Write the plural of *clock, bench, daisy, knife, foot.* 5. Write a sentence with three capitals in it. 6. Dictate: Do you know whether Dr. Brown lives in Park Sq. or on Tremont St.? 7. Correct these sentences: Charles ain't got no money. There is three boys late. I seen him do it. 8, 9, 10. Write what you can about the flag on our school-house.

1. What is the abbreviation for doctor? What is the abbreviation for mister? What is the abbreviation for afternoon? What is the abbreviation for forenoon? 2. Make a period. Make a colon. Make a dash. Make a caret. Make quotation marks. Make a semi-colon. Make an exclamation point. Make an interrogation point. Make a comma. Make a hyphen. 3. Dictation:

Oh, tell me pretty river,  
Whence do thy waters flow?  
And whither art thou roaming,  
So pensive and so slow?  
"My birth-place was the mountain;  
My nurse, the April showers;  
My cradle was the fountain,  
O'er-curtained by wild flowers."

1. Write a short letter. 2. Write a verse in poetry you have learned this year. 3. What is a diphthong? A triphthong? A monosyllable? A dissyllable? A polysyllable? Give an example of each. 4. Write a short sentence containing an apostrophe showing ownership and one

showing contraction. 5. A Man o' war's man. Explain the use of both apostrophes. 6. Punctuate the following: Take him to the post Dolphin said Mrs. Damrell quickly.

1. Tell what you know about the use of different kinds of punctuation marks. 2. Suppose you go to a store, kept by Mr. Allspice, and order five different kinds of groceries: write what you would say to him, first calling him by name. 3. Write down some things which you wish you had not done in school this year. 4. Reproduce from dictation a selection.

1. Copy the following sentences, correcting all errors: mister smith at one time was governor of mass. William rode from saint petersburgh to lake ladoga. When he saw the emperor he said is his name alexander. 2. Dictate: The children's tickets have come. One boy's marbles were lost. A lady's shawl. The men's shovels. Jame's books. 3. Write the names of five rivers and five different kinds of grain. 4. Correct the following sentences: I can't write good. I can't hardly hold my pen right. My ears was almost froze. He hadn't ought to do it. 5. Write me a letter about an imaginary journey to some foreign country.

1. Correct: There was several boys in the street. John and James goes to school every day. I can't never find him. He done well in his lessons. I seen him do it. 2. Fill each blank with *there* or *their*; *to*, *too*, or *two*: ——— was ——— big a load for ——— horses ——— draw ——— furniture up the hill. 3. Fill the blanks with one of the words, *is*, *was*, *are*, *were*, or *will be*: Every pupil ——— in school to-day. All the pupils ——— in school yesterday. All ——— in school to-morrow. There ——— a good many out to-day. 4. Give Dictation Exercise. 5. Let the pupils read the story of "Lucy Gray" (page 155 of the Reader), and after studying it, let them write out the story in their own words. 6. Write a letter from a farm-house in Vermont. Journey by boat or rail, situation of the house and barn, the family of the farmer, cattle, horses, sheep, etc., haymaking, fishing on a rainy day, other suggestions, starting for home. 7. Punctuate: Where shall I sit said the new boy when he came to school You may take the front seat said the teacher and I hope you will like the school. 8. Tell something about the poet John G. Whittier. Give a quotation from one of his poems.

#### SPELLING. CLASS II.

Neighborhood, amazed, separation, answering, purchasing, receiving, cheerfully, inquiring, concealed, intelligence, suitable, deserved, provisions, mysterious, hesitate, vehement, release, mechanic, conductor, discouragement, wholesome, rheumatism, curiosity, distinctly, commerce.

Authority, inflammation, necessary, separation, destitution, disobedience, doubting, climbing, condemn, Egyptian, Afghanistan, Alleghany, despair. The water which leaks from the vessel is green as a leek. Of course it was made of coarse cloth or it would not tear going through the tares. Mr. Wright did not think it was right to write on the rite of baptism. He rode to Chelsea on the old road, and rowed the boat.

In our school the boys like *avoirdupois weight* better than *apothecaries*; they mix up the *definition* of the *circle* with the *circumference*; but they never forget to reckon the *interest* on the *principal*, to make an *indorsement*, or to *write* the *formula* on a *promissory* note.

During Washington's administration several new States were added to the original thirteen. The legislature treated the demands of the settlers with contempt. Tennessee came into the Union in 1796. Congress passed an act establishing an "Electoral Commission." It consisted of five senators, five representatives, and the justices of the Supreme Court. Separate, village, respiration, equivalent, era, malice, magazine, suspicion, perfume, tortoise, biscuit, capillaries. Dictate the sentences and mark the italicized words. Pupil to write the whole sentence.

Vienna, exterior, rheumatic, rotary, to-morrow, rhinoceros, suicide, cuticle, dimmest, residence, quinine, heifer, longitude, guidance, netting, obliquely, shoeing, Marseilles, Mozambique, accommodate, answered, marriage, Whittier, passenger, earlier.

Sensibility, skilful, daisies, solicitous, architects, pieces, beggars, principal, skeleton, collar, handkerchief, sufficient, laughable, pygmy, delicious, ambassador, travelling, column, pickerel, anticipate, magnificent, possible, trough, firmament, drapery.

Besiege, February, physician, chimney, nephew, beefsteak, stomach, circus, until, believe, mischief, neighbors, lawsuit, finally, forehead, regiment, marriage, soldier, pearl, schooner, indorsement, camphor, iceberg, suspicious, celery (plant).

1. The committee appointed to draw up a Declaration of Independence were Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, and Robert R. Livingston. 2. Alexander Hamilton, Secretary of the Treasury, believed that the federal government ought to assume the State debts contracted during the Revolutionary war. 3. He smote the rock of the national resources, and abundant streams of revenue burst forth. 4. The United States, like all other commercial nations, had hitherto paid tribute to the Barbary States for the security of their commerce in the Mediterranean Sea.

5. "Better to weave in the web of life a bright and golden filling,

And to do God's will with a cheerful heart, and hands that are ready and willing,

Than to snap the delicate tender threads of our curious lives  
asunder,  
And then blame Heaven for the tangled ends, and sit and grieve  
and wonder."

Crickets chirp, nuts for squirrels, venomous serpent, inflammable oil, fleecy snow, courteous demeanor, abbreviate words, lost umbrella, too loosely fitted, briefly described, annoy, Italian scenery, ferocious beasts, almost persuaded, sincere, ducks' eggs, irregular verbs, steak (of beef), wholly wrong, increase, scarcely, thorough, qualify, participle, bouquet of lilies, vinegar, echoing woods, twelfth page, brier bushes, balance, bushel of pease, sunniest side, tell their story, excellent work, cut off threads, commas and colons, pretty pictures, parallel lines. Tell what purrs, bee buzzes, humming bird, gape or sneeze, altogether, uncivil, garret window.

For breakfast we have oatmeal, porridge, biscuits, doughnuts, cheese, beefsteak, sliced potatoes, and tea, coffee, or chocolate. For dinner we often have vegetables, including cabbage, cucumbers, asparagus, or spinach, onions, squash, and canned corn. We also have either rhubarb or currant sauce.

Cruet, sieve, tureen, ceiling, rancid, juicy, vicious, avenue, nausea, plateau, conceit, supersede, mortise, surplice, eudgel, icicle, rinsing, mucilage, plaguing, really, poultice, hygiene, cinders, crevice, caoutchouc. Nihilists have issued a manifesto in Russia. Gibraltar has a quarantine against Valencia. Illegally circulated notes in Argentine are to be cremated. A movement is reported to be on foot to export Egyptian cotton to Massachusetts. Diphtheria is prevalent in Blackstone. Proposals for improved sewerage are to be opened at City Hall to-day. Negotiations with a view to the removal of the German embargo on American pork are in progress. The Japanese will hold their first parliamentary election July 1. News has been received of an uprising against the provisional government of Brazil.

Words to be given in sentences, the words only to be spelled: sympathy, pleasure, telegraph, condemn, resign, appearance, fulfil, Massachusetts, respectable, rotation, umpire, enemy, suspense, attack, prevail, compelling, whether, preparation, immortality, ferocious.

Dictate the following, taking one off for each misspelled word: Washington, June 4, 1890. A systematic effort is being put forth to create the impression that this Congress has already formulated a sufficient number of bills relating to pensions, public buildings, and new ships to exhaust all the money in the treasury. The principal object of these wholesale statements is to prevent any tariff legislation looking to a reduction of the revenue. These allegations have no foundations in

fact, and it is not the purpose to pass any unnecessary legislation making large appropriations. It was expected that Congress would be very liberal in appropriating for the improvement of fortifications, but it is learned that there will be given only a sufficient sum to keep the present establishments in repair.

“Press on! there's no such word as fail!  
 Press nobly on! the goal is near!  
 Ascend the mountain! breast the gale!  
 Look upward, onward, — never fear!”

Why shouldst thou faint? Heaven smiles above,  
 Though storm and vapor intervene;  
 That sun shines on whose name is Love,  
 Serenely o'er life's shadowed scene.”

I live in Ward twenty-two, Roxbury District, City of Boston, County of Suffolk, State of Massachusetts. The Mayor of this city is Thomas N. Hart, the Governor of this state is J. Q. A. Brackett, the President of the United States is Benjamin Harrison.

Electricity is a wonderful power. The physician visited the sick man. Booth assassinated Lincoln. The dictionary is a useful book. Punctuality is an excellent virtue. His scholarship was the result of effort. The alphabet contains twenty-six letters. The exhibition was enjoyed by all. He did the work thoroughly. We have learned the abbreviations. Antecedent, analysis, vowels, consonants, syllables, composition, phrases, divisor, indorsement, alcohol, physiology, digestion, Massachusetts, Yokohama, Rio Janeiro.

### SPELLING. CLASS III.

Quarrel, neighborhood, screamed, meant, journeyed, laughter, trespass, perceived, delicious, raisins, cushions, experiment, serious, millions, handkerchief, anchored, enormous, citizens, shrewd, roguish, mysterious, shepherd, nestled, luncheon, mortgage.

The *Declaration of Independence* was adopted on *The Fourth of July*, 1776. The capture of *Philadelphia* immediately followed the defeat of the *American Army* on the *Brandywine*. The *British* destroyed some *military* stores at *Concord*. The *cavalry* made a brave *attack*. The *carriage* was drawn by two *beautiful* horses. The *principal* said that the *principle* in our *arithmetic* lesson was not understood. The *numerator* and *denominator* are called the terms of the fraction. There are *forty-nine* girls in the class. *Alcohol* is *poisonous* to the human *system*. A *declarative* sentence can be changed into an *interrogative* sentence. (Dictate the sentences. Mark for spelling the italicized words. Pupils not to be informed which words they are to be marked for.)

The bones all united form the *skeleton*. Write the *analysis* of a *declarative* sentence containing a noun in *apposition*. The prairies are west of the Appalachian Mountains. Most of the *colonists* came to this country for *religious* freedom. John Q. A. Brackett is the *governor* of Massachusetts. Great *Britain* ranks first in the production of coal and iron. Temperature, peninsular, revolution, physiology, denominator, multiplication, solidity, shoulders, Caribbean, Worcester, composition, fibres, nervous, possessive, Puritan.

Dictate the following, taking one off for each misspelled word: "More than one hundred years have passed since the 'Boys of '76' shouldered their muskets and fought for their liberties. The sufferings, hatreds, and barbarities of that struggle, all have passed away; but the story of the struggle, the patriotism, the self-denial, the heroism, and devotion will never be forgotten. After fighting more than seven years, after suffering untold hardships and privations they obtained their liberties, established the United States as a nation, and secured to mankind a government of the people and for the people forever."

"The proudest motto for the young,  
Write it in lines of gold  
Upon thy heart, and in thy mind  
The stirring words enfold,  
And in misfortune's dreary hour  
Or fortune's prosperous gale,  
'Twill have a holy, cheering power —  
There's no such word as fail."

Height, doesn't, acceptable, seen, ferocious, wrists, ankle, almanac, scene, syllable, wasteful, excellent, groceries, Mediterranean, Chinese, pumpkin, permit, concern, subtract, divisor. Give the words in sentences, the pupil to write the word only.

Emigrants, fugitive, wampum, blamable, fertility, secede, ellipse, obliging, tenement, precinct, parallel, muscle, appetite, irrigate, strategy, malice, anchor, rigging, audience, register, traitor, juicy, durable, legible.

For breakfast we have *oatmeal*, *porridge*, *biscuit*, *doughnuts*, *cheese*, *beefsteak*, *sliced potatoes*, and *tea*, *coffee*, or *chocolate*. For dinner we often have *vegetables*, including *cabbage*, *cucumbers*, *asparagus*, or *spinage*, *onions*, *squash*, and *canned corn*. We also have either *rhubarb* or *currant sauce*.

Colonel Brown and Lieutenant Smith visited the *squadron* in the *Mediterranean*. *Kerosene*, *petroleum*, and *anthracite* coal are important *articles* of commerce. *Analysis* is the *separation* of a sentence into its *elements*. The action of the *muscles* is controlled by the *nervous system*.

The *Portuguese* and *Spaniards* are dark *skinned* people. Conceit, massacre, scalloped, ellipse, fragile, cologne, militia, salable, seized, grievance, flexible, crystallize, chandelier, special, prose, miscellaneous, thievish, contagious, stopped, courageous, centuries, telephone, courtesy, ceased, doesn't, poisonous. Write these sentences on the board. The scholars copy, selecting the correct words from the parentheses: The doctor visited his (patients, patience.) Russia (formally, formerly) owned Alaska. (There, their) is a (surplus, surplice) in the treasury. Mr. Roberts keeps a (stationary, stationery) store. Congress is in (cession, session). Do not (alter, altar) your examples.

The following words were chosen from the Fifth Reader: capacity, necessity, grieved, recreations, sanctuary, aerial, service, solemn, sauntering, laziness, benighted, believed, patient, avenues, maiden, celestial, wrinkled, currents, deciding, scarlet, buoyant, excellent, trophy, installment, indescribable, treasures, merriment, curtains, iceberg, February, ambitious, tea-table, piano-forte, neighbors, counterfeit, halcyon, meadows, perplexed, apparition, canoes, miracle, prophet, pomegranite, delicious, mastiff, experiences, enthusiasm, fortuitous, chaise, melancholy.

Wrinkle, pacify, mackerel, shoes, icicle, weaving, umbrella, quarrel, hymn, possible, edging, delicate, Tennessee, describe, parallel, Vienna, victuals, minute, Solomon, Florence, vulture, uselessly, forbearing, straight, eyesight.

Curtain, February, physician, chimney, nephew, beefsteak, stomach, circus, until, believe, mischief, neighbor, lawsuit, persevere, forehead, regiment, marriage, ventilate, pearl, schooner, indorsement, treason, camphor, suspicious, celery.

#### SPELLING. CLASS IV.

Business, cinnamon, circle, money, parlor, parallel, biscuit, fruit, believe, Wednesday, February, choose, many, goes, does, dollars, women, valleys, peninsulas, island, trouble, lose, chocolate, which, whose.

Gazing, chimneys, merriest, tornadoes, utterance, rhyme, raspberry, saleratus, catechism, atmosphere. That is a well *bred* boy. This is a good *site* for a house. That gun has a six-inch *bore*. The camel has a rapid *gait*. Help me to *wring* the clothes. "The Indians were completely deceived and there was not a shot fired. The heroines retrace their steps. A sheet of living flame from the garrison, and the shrieks of the wounded Indians proclaimed the safety of the women and the triumph of the white men. Insane with wrath to be thus outwitted, the foe rushed from his covert, upon the rifle of the pioneers."

Make sentences for the class using the following words, the class to write the word when it is given the second time: cellar, seller, shoeing, judgment, larceny, grocery, obeying, forgetting, pencil, thralldom, enrolment, tomatoes, kill, kiln, colonize, realize, telescope, milliner, artillery, cannibal, barricade, gossamer, citizen, edifice, parable, palate, palette, pallet, manuscript, statuary, caution, pension, ancient, vaccination, separation, succession, conscience, conscious, musician, charade, billion, sphere, cipher, liquid, conquer, warrior, session, cession, sweet, suite.

Partridge, caterpillar, mackerel, halibut, chestnut, squirrel, giraffe, kerosene, check-rein, century, surloin, biscuit, scissors, lettuce, dandelion, onion, pansy, raspberry, mullein, silesia, delaine, agate, milliner, apothecary, crystal.

Civility, answered, village, inquire, beautiful, farther, handsome, otherwise, believing, neither, purchase, kitchen, service, discharge, suited, father, preparation, answering, cheerfully, courage, dreadful, amazed, monstrous, neighbor, possible.

Gingham, picture, porpoise, mouldings, fortnight, brackets, skilful, squirrel, cargoes, special, faithful, instalment, quarrel, equal, forbear, ability, survey, chimneys, bounteous, obloquy, enviable, judgment, revengeful, courageous, rescue, excusable, peruse, grieve, camphor, liniment, partridge, mackerel, mahogany, panther, saddle, chocolate, clapboard, thanksgiving, centennial, biscuit, custard, cushion, geranium, asparagus, cassimere, photographer, glycerine, pneumonia, ceremonial, peaceable.

Awkward, massacre, discipline, slaughter, business, privilege, poultice, alcohol, glycerine, abscess, lettuce, bureau, centennial, vinegar, mahogany, echoes, victualler, parallel, apology, ceremony, remedy, noticeable, courageous, sensible, college.

Eclipse, censure, courageous, singeing, obliging, forcible, grocery, ceremonial, sensible, turkeys, convey, sloppy, pulley, apologues, alley, peaceable, console, commerce, Scottish, receipt. What does the suffix *-less* mean? What does the prefix *un-* mean? Use "*cellar*" and "*seller*" in the same sentence. Use *country's* in a statement. Use *Henry's* in a question.

Partridge, fragile, skirmish, creak (define), ditching, screeched, orchards, fleecy, churlish, unskilful, lengthen, chocolate, twinkle, mutilage, traitor, dragon, poison, masculine, calves, mortgage, tortoise, deluge, baggage, noticeable, recital.

Closet, furnace, curtain, precipice, Massachusetts, January, chalk, button, meadow, molasses, lamp-post, oyster, stomach, laugh, pear (fruit), ache, chimney, cushion, cirens, nephew, balcony, vinegar, shoulder, beefsteak, bedstead, fraction, purchase, oblige, grateful, de-

sert, father, chair, language, scissors, sewing, pair, island, peninsular, auger, behavior, sorrow, excellent, diameter, tongue, afternoon.

The Atlantic Ocean is between North America and Europe. West of the Rocky Mountains the surface of the land is very high. The Alleghany Mountains are celebrated for coal, iron, and petroleum. The coldest country in North America is Greenland. The largest cities of the United States are New York, Philadelphia, Brooklyn, Chicago, Boston, and St. Louis. The highest peak in the New England States is Mount Washington in New Hampshire. The farm products of Vermont are hay, potatoes, grain, and vegetables. The northern part of Maine is covered with pine forests. New England has long been noted for its manufactures. The academy which Frank attended was two miles off. They seized him and hurried him before the magistrate.

For *breakfast* we have *oatmeal, porridge, biscuit, doughnuts, cheese, beefsteak, sliced potatoes*, and *tea, coffee, or chocolate*. For dinner we often have *vegetables*, including *cabbage, cucumbers, asparagus, or spinach, onions, squash*, and *canned corn*. We also have *either rhubarb or currant sauce*.

The best vinegar is made of pure cider. Good yeast bread is moist and wholesome. Syringas and lilacs make a fragrant bouquet. Rinse out the bowl that contained the medicine. A Newfoundland dog is cautious and intelligent. The indolent girl has a poor average. What is the difference in latitude between San Francisco and Quito? She failed on unit and factor in my spelling examination. Manners, door-knob, lettuce, raspberry, expense, palace, measles, flannel, scissors, knuckles, muscles, nuisance, parallel, firm, hemmed, bureau, cambric, Rio Janeiro, Benjamin, obliged, immediately, British.

Words to be given in sentences, words only to be spelled: latitude, citizen, celery, telegraph, cinnamon, innocent, piazza, appreciate, gossamer, average, equivalent, European, ancient, avalanche, atmosphere, cologne, machinery, kerosene, centennial, lettuce, handkerchief, diphtheria.

Dictation. 1. Why do we like to *listen to fairy tales*? Is it not that things *happen so suddenly, so strangely, and without man having anything to do with them*? In fairy-land *flowers bloom, castles and palaces* spring up in a single night, and people are carried *thousands of miles* in an instant by the *magic* of a *fairy's wand*. But the wonders of fairy-land are not *equal* to those of the world in which we live. There are real fairies all *around* us, and they are many times more *wonderful* than those of the old fairy tales.

2.

WEDNESDAY, June 18, 1890.

Dear Aunt Sarah: *Tomorrow* is my *twelfth birthday*. Do you *remember* when you were *twelve* years old? I am to have a party on the

*lawn*: and we are to play *games*. I *expect* to have a good time. I wish you could come over, but I *suppose* you are *too* ill to leave your room. I will tell you all about it when I see you.

Your loving *niece*

FANNY.

3. "A *little* word in *kindness* spoken,  
A *motion* or a *tear*,  
Has often *healed* the heart *that's* broken  
And made a *friend sincere*.  
Then *deem* it not an *idle* thing  
A *pleasant* word to *speak*;  
The face you *wear*, the *thoughts* you bring,  
A heart may heal or *break*."

The *Portuguese* took *possession* of the eastern part of South America. The good scholar is allowed *privileges*. The sun is above the *horizon*. When she *loosened* his collar the dog felt more *comfortable*. James *suggested* that we sell the *vegetables*. A *neighbor* came to the *rescue*. Appalachian, orchestra, recognize, familiar, fraction, difference, veins, educated, frightened, communication, unconscious, sensible, release, denominator, Mediterranean.

Salve, civil, auction, idea, oblige, believe, column, forgotten, exceed, rinse, Connecticut, average, Switzerland, women, mamma, niece, orphans, patient, cancer, reason, Henry's, orchard, theirs, weight, waste.

#### SPELLING. CLASS V.

Separate, eighteen, friend, Wednesday, sponge, whether, patient, beautiful, road, hear, know, February, scholar, knife, Massachusetts, too, right, their, receive, kitchen, believe, niece, nephew, source, until.

Gazing, chimneys, merriest, arrest, screech, pheasant, fissure, saleratus, Delaware, tornadoes. That was a sharp *peal* of thunder. This is a good *site* for a house. The sexton *told* the bell. The camel has a rapid *gait*. Help me to *wring* the clothes. "The Thunderbolt was nearer to the spot where Tim had disappeared than the Zephyr, but her crew was utterly paralyzed by the event and unable to render the slightest assistance. The Zephyr's crew, though affected somewhat as the Bunker's were, used their oars skilfully and with energy. The presence of mind which Frank displayed inspired them with energy."

Meadow, chestnut, apron, laugh, trout, beech, scythe, nephew, cousin, subtract, sincere, uncombed, generous, February, ninety, satchel, nonsense, lilac, loiter, separate, necessary, Wednesday, errands, meant, scissors.

Farther, handsome, somewhat, distance, women, height, pigeon, beautiful, anything, raising, surprise, famous, kettle, forest, inquire, breakfast, boiling, noises, sugar, village, family, parties, answer, carriage, civil.

Wreck, orchard, symbol, perceive, privilege, pair, servant, wrestle, burial, surface, seem, knowledge, always, ring, biscuit, business, minute, sympathy, mountain, carriage, Christmas, caught, naughty, medicine, traitor, language, pencil, calmness, rudely, mucilage, crystal, surely, deceit, mystery, tortoise, bruise, presence, squander, lawyer, obtrude, rumor, drawing, journey, virtue, pursuit, mildew, costume, coward, pronounce, thieves.

God has given the *reindeer* to the *Laplander*, and the *camel* to the *Arab*. The great heavy *buffalo* ran through the *village*. I could not eat the *potato*. When the Esquimaux wants to go on a *journey*, he has to be drawn by dogs. Do you understand *decimals*? Ebony, furs, ivory, crocodile, Chinese, ostrich, Sahara, peninsula, chestnut, engine, projection, herrings, division, frightened, attic.

Words to be given in sentences, the words only to be spelled: parcel, grammar, surface, weapon, furniture, rinse, juice, crystal, scythe, hammock, lengthen, carriage, receipt, belief, unwilling, woollen, skilful, struggle, plumber, mortgage, business, medicine, promise, massacre, quadruped.

I study *geography*, *arithmetic*, *language*, *writing*, and *science*. Many *scholars* hold *their* hands *right* when they write. The *penholder* is held *between* the *thumb* and *second finger* and the *wrist* is flat on the desk. John *always* *copies* his *sentences* *accurately*, *studies* his *lessons* *thoroughly*, and keeps his *knife*, *pencil*, and *scissors* where they belong.

Thursday, forty, patient, niece, nephew, saucy, abrupt, squeeze, disease, jewelry, shriek, pursuit, despair, pleasant, grievous, among, roguish, loosen, coral, Roxbury, Mediterranean, handkerchief, writing-books, mamma, tongue.

Closet, furnace, curtain, precipice, Massachusetts, January, chalk, button, meadow, molasses, lamp-post, oyster, stomach, laugh, pear (fruit), ache, chimney, cushion, circus, nephew, balcony, vinegar, beef-steak, shoulder, bedstead.

First twenty-five words given in sentences, but words only written. Last twenty-five words given in sentences, but sentences written and words italicized. Calmness, unlovely, chocolate, naughty, Christmas, sword, medicine, knot, sleigh, biscuit, lesson, oaken, language, sausage, cottage, beggar, acre, heathen, mischief, lettuce, palace, wretch, chalk, chestnut, vineyard. A *mead* is a meadow. A *meed* is a reward. He *might* have done it. A *mite* is a small insect. They *missed* their way. A *mist* hung over the river. I have a *nose* on my face. He *knows* he

can do it. *No*, you cannot go. I *know* who did it. He has *mown* the grass. We *mourn* when we are in pain. She had a *pail* of water. The girl was *pale*. *Paste* is used for sticking. He *paced* several yards. *Paul* is a man's name. A *pall* is a covering. *Peel* that orange. I heard the *peal* of the bells. The man paid a *poll* tax. He had a long *pole* in his hand. I have a *pair* of gloves. He was eating a *pear*. He took a knife to *pare* his apple.

Dictate the following: Mark only the italicized words: *Evil thoughts* are *worse enemies than lions and tigers*, for we can *keep* out of the way of *wild beasts*, but bad thoughts, if we give them place, will go with us *everywhere*. The cup that is *full* will hold no more, and if our hearts and heads are *kept* full of good thoughts, bad ones will find no *room*.

THURSDAY, June 19, 1890.

Dear *Cousin* Edward: *Vacation* will *begin* in a few days. *Good-bye* to *school* for *two months*. Father has *promised* to let me make you a long *visit*. I am *planning* what we shall do when I arrive at your home. We will go *fishing* at *least* once a *week*. I hope to have better *luck* than I had last time I went fishing.

Your *loving* cousin,  
JOHN.

*Suppose your task, my little friend,  
Is very hard to get,  
Will it make it any easier  
For you to sit and fret?  
And wouldn't it be wiser  
Than waiting like a dunce  
To go to work in earnest  
And learn the thing at once?*

He has built a handsome house. The carpet had a bright border. The Chinese have many queer customs. They said something to the owner of the boat. There were two pairs of gloves and a straw hat to be bought. "Good morning, Mrs. Brown," said the doctor. James have you finished your work? There was the robin's nest directly over their heads. Where is the yesterday's paper? Geography is easier than arithmetic. The government of the United States is republican. Boston is the capital of Massachusetts.

It is (too to two) much to expect of (two to too) boys. The teacher wishes her pupils to stand in a (straight strait) line. When found the (pair pear pare) had a pleasant flavor. "Your (fare fair) if you please," said the conductor. Dwarfish, sottish, shrewdness, unskilful, cudgel, stencil, scandal, foible, chuckle, tickle, populace, coinage, visage, heritage, mucilage, visor, discipline, thorough, buoy.

Guilt, insect, greedy, glance, fourteen, oyster, excite, purse, pudding, triumph, violin, happier, Cambridge, carrying, cushion, prudence, Annie, rhubarb, vinegar, choice, nation's, written, would, muscle, shoulder.

## SPELLING. CLASS VI.

1. Gazing, 2. chimneys, 3. merriest, 4. fatter, 5. tornadoes, 6. arrest, 7. screech, 8. counterfeit, 9. guinea, 10. grieve, 11. carriage, 12. sieve, 25. A sweet bouquet of June roses stood on the teacher's table, put there by some of her loving pupils. After the lesson had been recited, and before the scholars were dismissed, she told the children to put away their books quietly and give her their attention. They obeyed cheerfully.

Meadow, chestnut, apron, laugh, trout, breech, scythe, nephew, cousin, subtract, sincere, uncombed, generous, February, ninety, satchel, nonsense, lilac, laughter, separate, necessary, Wednesday, errands, meant, scissors.

Woman, distance, eyes, somewhat, spoken, basket, pleased, stopped, father, obey, across, suppose, bravely, handsome, always, stars, open, cotton, chair, farther, faint, forget, eight, spread, thought.

Scant, spell, depth, scrub, quench, skulk, bathe, dwarf, scratch, scarf, clothe, don't, prize, glimpse, shrewd, wharves, eighteen, Wednesday, nonsense, judgment, pity, loiter, progress, oblige, displease, school-room, decide, lonesome, beneath, daisy, frequent, basement, needle, shriek, mantel, bridge, sofa, laugh, kitchen, iron, patient, shan't, pocket, chestnut, tongue, generous, niece, scholar.

*Early Monday morning, I get ready for school. On that day I study my lessons and recite them to my teacher. On Tuesday, Wednesday, Thursday, and Friday, I go to school and learn my lessons. I study reading, writing, spelling, and I know how to add, subtract, multiply, and divide. I have in my desk a slate, two pencils, a ruler, and my books.*

*My dear Grandfather :*

*I am trying to be good in school and at home. Some of my school-mates are saucy, lazy, rude, and dishonest, but I try to be honest, gentle, polite, well-behaved, and respectful.*

Your loving

JOHN.

“In the *sun*, the moon, the *sky*,  
On the *mountains*, wild and *high* ;  
In the *thunders*, in the rain,  
In the *grove*, the wood, the *plain*,  
In the little birds that sing,  
God is seen in *everything*.”

Cease, afraid, Pacific, silence, stretched, oceans, covered, disobeyed, mother's, rogue, bitten, eastern, wrote, breath, dozen, bonnet, ghost, skipping, sailors, multiply, seventeen, twenty-five, died, December, autumn.

Niece, present, February, scythe, shriek, oasis, raisin, sieve, glimpse, hemisphere, scowl, scour, scrawl, dense, whirl, volcanoes, breathe, shrewd, patient, business, commerce, North America, grandfather, vulgar, tongue.

Words pronounced by teacher — pupils write : Wednesday, February, niece, lawsuit, beauty, goodly, skein, postage, postscript, loafer, displeasure, nickel, witness, robin, lilac, suburb, loiter, parade, portrait, speech, charcoal, disease, type, climax, jewsharp, mildew, minute, picnic, raiment, greyhound. Words placed on the board to be written in sentences : bread, ball, beach, break, bear, beet, blue, bays, bee, buy, Ann, ail, sent, climb, coal, coarse, sent, sell, seed, back.

Father locked the door. Gas gives a bright light. The basket was filled with peaches. The wind blew the chimney down. Her dress was made of silk. Kindness makes friends. They are building a new house. The fishermen are mending their nets. There were two carriages at the door. We took our friends to see the painting. The rose is a beautiful flower. John was too careless to make an excellent scholar.

Closet, furnace, curtain, perfectly, precipice, Massachusetts, January, chalk, button, meadow, molasses, lamp-post, oyster, stomach, laugh, pear (fruit), ache, chimney, cushion, circus, nephew, balcony, vinegar, shoulder, beef-steak, bedstead, fraction, purchase, oblige, grateful, desert, father, chair, language, scissors, sewing, pair, island, peninsular, anger, behavior, sorrow, excellent, diameter, afternoon, tongue.

*George and Mabel are going to Europe. Joseph carried a satchel. It was a senseless idea. The woman had a cinder in her eye. I am truly your friend. Do not yawn so. Charcoal, notice, exceed, erase, lilac, frolic, lobster, nickel, credit freshet, chisel, tariff, compel.*

Words to be given in sentences, only the words to be spelled : Wednesday, robin, daisy, bowl, circular, loosen, saucer, busy, minutes, grocer, violets, answered, whether, sweeten, earnest, thousand, dividend, oblige, picture, neither.

*Charles' cousin went across their field, though he saw "No passing through" written on a sign-board. Last Tuesday, Mr. Messer's grocery-wagon was caught in the rain, and in turning a corner the tea, coffee, cocoa, and other groceries were thrown out into the mud, so that the clerk threw some articles into the ash barrel.*

The new scholar took a sail on his raft. Have you any more beautiful flowers? Last Wednesday the ship returned from a journey to the Arctic Ocean. Breathe, sneer, spider, buffalo, handsome, Europe, touch, bought, peninsular, question, sugar, coward, sentence, bathing, clothe.

They sailed straight through the narrow strait. The wind blew the

blue waves. Ladies' shoes. Men's hats. Boy's yard. A boy's hat. I'll (for I will). Europe, Plymouth, Connecticut, Wednesday, February, English, autumn, honest, knife, mischief, separate, destroy, pretty.

## GEOGRAPHY. CLASS II.

Name the New England States and give a leading city in each. What is the leading city of the Western hemisphere? Why? Tell about the surface of the Atlantic Slope. How does the surface of the Pacific Slope differ from it? Start from Cape Ann with a cargo for Cork. Tell how you would go, and what your cargo would consist of going and returning. Take a trip from San Francisco to Paris. Route? What articles might you bring home? How do messages come quickest to us from Europe? Where do they start and what place do they first reach? In what places are the following articles best grown: cotton, olives, pine, mahogany, oranges, ginger, molasses, maple sugar, coffee, resin? What interesting animal in Switzerland? Lapland? Florida? California? Canada? What minerals in Pennsylvania? England? Austria? Nevada? Where are the places? Where are the best fisheries in North America and Europe? Give two reasons why Southern Europe is warmer than other countries in the temperate zone?

Describe the three most important rivers of Africa, and state any interesting facts about any of them. Name the mountain systems of Asia. Give the physical features of South America. Describe, by topics, any two of the following countries: Brazil, Egypt, Hindoostan, China.

State latitude and longitude of Boston. State where the sun will rise, how many degrees from the horizon will it be at noon, and where it will set the day after school closes. Give two reasons why we are having the warmest days of the year. Give the causes of the change of seasons. Name five natural advantages of San Francisco; of New York. What season is it now at Buenos Ayres? Mecca? Zanzibar? Japan? Cape Town? Name five animals peculiar to North America. Name five animals peculiar to South America. Locate five natural wonders of the United States. Locate five artificial wonders found anywhere in foreign lands. Name five places in New England having excellent water power. Name five counties of Massachusetts, naming your own first. State where the following things are found and what they are used for: guano, hemp, poppy, logwood, jute. Name the best working animal in the United States; in Mexico; in Chili; in Greenland; in Lapland; in India; in Japan; in Central Asia; in Barbary States; in Central Africa. State what each of the following is, or what it resembles, and where it lives: coyote, gnu, cobra, chamois, dwarf.

If the circles of the earth are imaginary, can they possibly be of any use? If so, what? When we speak of the "winter solstice," do we refer to the sun? If so, in what respects? Meaning of the expression "tropical countries"? Which tropic crosses Asia? Is the most of that country north or south of that tropic? In what zone is Oceania located? In which island of Oceania are the largest rivers? Describe with care either the mountain or river systems of Asia. Tell the differences between the countries of Japan and China. Tell in what respects the people of these two countries are similar? Name the exports of China. Principal cities of China. If you were to be sent as a missionary, to which country would you prefer to go, to the interior of Africa or to Asia? Why? Map of South America.

Write what you can about the resources of Brazil. Tell for what noted, and give the location of the following cities: Para, Maranhão, Pernambuco, Bahia, Rio Janeiro. In how many ways can the people of the United States communicate with Brazil. Tell something of the recent explorations made by Stanley in Africa. Describe the physical features of the Congo Free State. Briefly name some of the animals peculiar to Africa. Some of the noted productions. Some of the minerals. Describe the Sahara briefly. Tell what you can about the people of India or China or Japan. (Manners and customs.) Into what three systems may the principal rivers of Asia be divided? Tell the location of any two of the following cities, and mention for what each is noted: Muscat, Calcutta, Singapore, Yokohama, Maimatchin. To make the shortest journey around the world what would be your route? Name all the places at which you would be most likely to stop.

Name the divisions of the Great Central Plain of South America, and describe each of them. Name the highest ranges of mountains in the world, and tell the direction in which they extend. Name the river systems of Asia and an important river in each system. To whom is Jerusalem considered one of the most interesting cities in the world? To whom is Mecca considered the most interesting? Why? Give a short account of China proper. What government in Asia has sent a number of young men to the United States and Europe to be educated? Describe the Nile River. What great explorer has lately returned from Africa? Australia is a colony of what government? What are the chief productions of Australia?

In what zones is Asia? Australia? Malaysia? What does Highland Asia comprise? Name an important city of and one export from each of the following places: Turkey, India, Japan, China, Australia, Malaysia? Compare the surface of Asia with that of the other grand divisions. Describe the Ganges. Give the situation of the Sandwich Islands, the most important seaport, and a description of the surface.

Describe the vegetation of Australia. What are marine currents? How are they caused? Upon what waters would a vessel sail from Boston to Mocha, and what would be the return cargo? In what ocean is the Gulf Stream? The Japan Current? Where are the Monsoons?

What causes "day and night"? "Change of seasons"? When is the sun vertical at the equator? What are these dates called? When occurs the longest day in the northern hemisphere? The shortest? Which is the greater distance,  $10^{\circ}$  East of Boston or  $10^{\circ}$  North of Boston? Why? Name the tropics and tell where each is situated. Give reason for the location. Name and locate five important seaports of South America. Name three articles of commerce produced in South America, and name a port from which each might be exported. What is the source of the Nile? How is the Nile valuable to Egypt, and what important towns are on its banks? State three interesting facts about Australia. Name and locate three important towns in Australia. On the outline map (Asia) indicate the principal border waters, rivers, mountains, productions, and towns.

(Outline map of Africa given.) Locate five productive regions on the map, naming the products. Locate five important rivers on the map. Locate five of the leading cities or towns upon the map. Describe the surface of Asia. Describe the climate of Asia. Describe the people of Japan.

Give the latitude of Capes Mattapan, Agulhas, Roumania, North, and Gallinas, and the longitude of Capes Guardafui, East, Parina, Verd, and St. Rouque. Compare Europe and Asia in size, outline, surface, and drainage. Write about the climate of South America. Give the title of the ruler in each of the following: Russia, Japan, Persia, Bolivia, Great Britain. Into what do the following rivers flow: Loire, Lena, Zambesi, Magdalena, Oder? Name the principal wild animals of Africa. Name the government and capital of each of the following: China, France, Austria, Brazil, Chili. Locate Montevideo, Bombay, Manchester, Cairo, Marseilles. Name two principal exports from each of the following: Canton, Para, Liverpool, Cape Town, Smyrna. To whom do the following islands belong: Ceylon, Sardinia, Canary, Hainan, Madeira? Describe the water route from Calcutta to Malaga. Draw a map of Europe, showing its mountains, drainage, cities, and animals. (Omit any two of the first eleven.)

Draw a map of either South America, Asia, Africa, or Australia. Indicate on your map the mountain systems, principal rivers, and important cities. Write upon the map the names of the principal vegetable and mineral products and of the important animals, showing by the position of the product the locality where it is found.

Locate and tell for what noted: Rio Janeiro, Cairo, Hong-Hong,

Manilla, Melbourne. Name five important animals of Asia and tell something about each one. Name and describe two African rivers. Give five important vegetable productions of South America and tell whence obtained. Give ten large bodies of water around Europe. Locate: Lake Baikal, Lake Titicaca, Albert Nyanza, Lake Tangangika. Locate: Kilinea, Njaro, Mt. Everest, Mt. Aconcagua. Name the chief groups of Polynesia. For what is Egypt noted?

In what ocean was a vessel wrecked that was lost in Lat.  $20^{\circ}$  S. Lon.  $80^{\circ}$  E.? Mention five important influences of climate. Which would be the longer, a journey of ten degrees west of Boston, or of ten degrees north? What is the season in Chili in June? Name the ports and exports of South America which affect the Boston market. Describe briefly any one of the following: Llanos, Selvas, Pampas. What is the government of Australia? Locate the two most important cities of Malaysia. Write briefly upon any one of the following: Soudan, Sahara, Nile River, Caravan trade of Africa. To what countries would you go for diamonds, pearls, opium, coffee, and ivory? Locate Honolulu, Singapore, Hong-Kong, Yokohama, and Melbourne. Sketch an outline of Asia. Indicate upon your map the mountain systems and river systems, four important seaports, and two inland cities or towns.

Map of Asia: Countries, Cities, Mountains, Rivers, Surrounding Waters. What races of men are found in Asia, and what nations belong to each? Tell what you know about the Congo River Free State, and give an account of Stanley's explorations. What three divisions in Oceania? Write upon the following topics with regard to each division: Surface, Climate, Productions, Inhabitants.

Name ten exports of South America with the cities from *which* and *to* which they are sent. Compare the climate of Japan with that of India. Tell what you know about the following: Celebes, Lassa, Ararat, Ceylon, Pekin. Draw a map of India. Represent on it the rivers, cities, and productions. Name the river basins of South America. Name and locate three lakes of Asia.

Draw an outline map of Asia. Indicate upon the map the mountain systems and the principal rivers. Write the names of the surrounding waters on the map. Name the countries of Asia and tell something of their government. Write on the map the names of the characteristic plants and animals of Asia in their proper places. Locate on the map three important seaports of Asia, tell to what country they belong and in what their commerce chiefly consists. Give the course of a vessel from Bombay to Liverpool, naming the probable cargo, the waters passed through, the general direction of the voyage, and the nearest lands passed. If you were to run a steamship line between Boston and South America, what would be your South American port of entry? Why?

Write a list of five principal countries of South America and opposite each its capital. Locate four capes of South America. What country has changed its form of government during the last year? Write what you know about it. Where is the "Holy Land"? Write five lines about it. Make a map of India. Locate Calcutta, Madras, and Bombay. Beginning at the north, name in order the seas off the eastern coast of Asia. Name in order, beginning on the east, the countries of Africa bordering on the Mediterranean Sea. Locate three rivers of Africa. Give a list of the most important productions; four of Asia, three of South America, and three of Africa. In which country would you prefer to live? Give three or more reasons.

### GEOGRAPHY. CLASS III.

How do North America and Europe compare in size? With which two of the divisions of North America do the people of the United States have the most intercourse? How many railroad lines from the Atlantic to the Pacific? How many miles across our country from east to west? Name three large cities of the United States east of the Alleghanies. Name three large cities of the United States west of the Rocky Mountains. Where are the lumber districts of the United States? Where are the grain districts of the United States? Where are the cotton districts of the United States? Which two states produce tobacco extensively? What are the agricultural productions of Mexico? What are the mineral productions of Mexico? Name the important seaports of Mexico. What can you say of the climate of Mexico? Name the Greater Antilles. Describe the Bahamas. Name four exports of the West Indies. Name two important cities of the West Indies. Name the empires of Europe. Name the Republics of Europe. Where in Europe can you find people who belong to the Mongolian race? Name three lakes of Europe. What is meant by the term "British Isles"? What is meant by the term "British Empire"? Name two rivers of England. Name three manufacturing cities of England, and tell for what manufactures each is noted. Name the vegetable productions of Russia. Name the manufactures of Italy. Name two cities of Europe that have about the same latitude as Boston. Name four wine producing countries of Europe. Name two noted grain exporting ports of Europe. Which country produces quicksilver? Name two rivers of France. Which country produces salt extensively? Name, beginning at the west, the chains which form the great mountain system of Europe. Name the four largest rivers of Europe. Locate the following cities: Naples, Cadiz, Lyons, Limerick, Dresden. Tell for what each of these cities is noted.

What is the cause of day and night? Why is it so much warmer in June than it is in January? What is the season of the year in the South Temperate zone at the present time? Why are the days of June so much longer than the days of January? What is foreign commerce? Manufacturing? Name some of the principal cities of the Western States engaged in foreign commerce. What are the leading exports of the United States? Why are these things exported? Name the capital and some of the most important towns and cities of New York and Ohio. Name the five great powers of Europe, with the capital city of each. Why are the following cities noted: Paris, Liverpool, Manchester (England), Venice? In what part of Europe are oranges and lemons produced? Hemp and flax? Give the two chief republics of Europe.

How do the mountain systems of Europe compare with the mountain systems of North America? Describe the climate of southern Europe. Name the leading productions of the different sections of the United States. Name and locate five leading commercial cities of Europe. Name five leading occupations of the United States, and tell where carried on. Go from Constantinople to Portland, — locate each, — name the waters you pass through and exchange products.

Draw the maps of North America or of Europe [half the pupils, sitting in alternate rows, taking the first and the others the second]. Indicate on the map the principal mountain systems, rivers, lakes, and four cities. Name the surroundings of the grand division drawn. Describe the surface. Describe the climate. Describe the vegetation. Name the animals. Mention the resources. Name the inhabitants. Describe their occupations and social condition. Describe two capitals of the grand division drawn.

Describe North America, using the topics you have been accustomed to use. Give the large cities of Europe, locating them. Name some of the exports of Russia. Name some of the exports of France. Which country of Europe would you prefer to visit, and why? Which country of Europe is the most important in trade and commerce; and through what cities is the trade carried on?

Locate Dover Strait, Gulf Bothnia, Crimea, Ural Mountains, Hebrides, Albemarle Sound, Cape May, Buzzard's Bay, Lake Winnipeg, Puget Sound. Describe the Rhine, Vistula, Shannon, Merrimac, James. Locate Florence, St. Petersburg, Berlin, Portsmouth, Antwerp, Cincinnati, Pittsburg, Springfield, Vera Cruz, Charleston. Name an export of Liverpool, Belfast, Geneva, Dantzic, Lyons, Philadelphia, Savannah, Fall River, Halifax, St. Louis. Name the republics of Europe. Name the absolute monarchies of Europe. What countries of Europe are inhabited by the followers of the Greek Church? What are the chief occupations of the people of the British Isles? Name the European pos-

sessions of Great Britain outside of the British Isles. What are the two chief products of the United States? What part of the United States produces the greatest amount of lumber? What state produces large quantities of copper? What is the chief business of the people of Massachusetts? Of Iowa? How many states in the Union? Name the states that lie wholly or partly in the Great Central Plain. Describe the climate and people of Mexico and Central America. Write about Holland. Describe the government of the United States, and tell the difference between a state and a territory.

Draw an outline map of Europe. Draw upon the map the principal mountain and river systems, writing their names in their proper places. Write on the map in their proper places, the names of the chief vegetable and mineral productions. Name the three most important countries in Europe and their capitals, and tell something of their form of government. Name three important seaports of Southern Europe, tell to what countries they belong, and in what their commerce chiefly consists. Mention any line of steam-ships plying between Boston and any European port, and tell something of the cargoes each way.

Describe the course of the Mississippi river. Name its chief tributaries. Name five states bordering on its banks. Describe the course of the Rhine river. For what is this river principally noted? What nation controls the greater part of it? Name and locate the largest city in the south of the United States. In the West. On the Pacific coast. On the Atlantic coast. What are the Great Powers of Europe? In what part of Europe is each? Give their capitals. Where in the United States is the wheat section? Coal section? Iron section? Cattle section? Timber section? What articles does the United States buy of Spain? France? Germany? England? Switzerland? What are the chief exports of the United States to Europe? What is the capital of the United States? Locate it. Who is President of the United States? Governor of Massachusetts? Mayor of Boston? Describe the climate of the United States. A ship goes from Boston to Odessa, through what bodies of water does it pass? Name five seaports it could stop at on its voyage home and what articles it might get at each seaport. Draw a map of any state in the Union. Locate its capital and chief towns and principal physical features. On the outline map given you locate and name the surrounding waters, the rivers, the lakes, the mountain ranges, the peaks and the valleys of Europe. Locate where there are found the important vegetable productions. Locate and name ten important cities of Europe, and beside three of them place their exports. On your paper, give a good description of the German Empire, using the following topics: The States, The Government, The Ruler, The Prime Minister, The Army, Educa-

tion, Occupations of the People, etc. Either (a) What is rain, from what source does it come, of what use is it, and where does it finally go? or (b) name the rulers of England, France, Belgium, Italy, and the United States.

Where is the lumber region of the United States? Where is the grain region? Where is the cotton region? Where is the sugar region? Where is the coal and iron region? How many States are there? Name those on the Pacific Ocean. Name those on the Atlantic Ocean. Name and locate five important seaports of the United States. Name and locate five important cities on rivers of the United States. Name and locate five important cities on lakes in the United States. Bound Massachusetts and name six of its fourteen counties. Name fifteen countries of Europe. Name one city in each of these countries. Name and locate five rivers of Europe, giving a city on each if you can. A yacht starts from Odessa and sails to the North Cape, keeping quite near the coast. Through what waters will it sail? Name ten cities at which it might stop.

Write upon one of the following: The climate of North America, The surface of North America, The climate of Europe, The surface of Europe. Name and locate ten cities of Europe and give some item connected with each, as productions, or some event or point of interest. Name countries of Europe which are republics and those of North America that are not. Write upon one of the following: Great Britain, Germany, France, Russia; with regard to government, industries, education, character of people, cities, and any other points of interest. Name provinces of British America. Give capital and other important cities. What is the government? Who is the ruler? What are the principal sources of wealth? Name the present ruler of Russia, France, Germany, England, and United States. Which of the United States are still territories? In what state or territory is each of the following: Buffalo, St. Louis, Cleveland, Minneapolis, Kansas City, Denver, Detroit, Savannah, Memphis, Mobile? What do you know of the former and present government of Mexico? Name three or more cities of Mexico. What do you know of the character of the people and the general condition of the country, as to manufactures, government, schools, etc.?

Compare the climate of Mexico with that of the British Provinces, as you pass from the eastern coast across to the western coast. Go by water from Montreal to Vera Cruz and load the vessel for its return trip at the latter city. Account for the difference in climate on the Pacific Slope and on the Pacific Highlands. Write all that you can upon the European Plain. Name the Great Powers of Europe, giving the capital of each. Compare the climate of eastern and western Europe, giving

the agencies that produce the climate of each section. Account for climate of Southern Europe. What mountains form a water-shed for the Danube, Rhine, Rhone, and Po? For the Colorado, Nebraska and Arkansas. What mountains in Europe correspond to the Appalachian mountains? In what ways do the mountains of Scandinavian peninsula resemble the Alps? Compare rivers of Europe and United States, giving reasons for the difference. Describe the longest river of Europe and of the United States. Describe France, Russia, and Germany. Name two places in Europe and two in United States where coal, iron, grain, sugar, are found. Where in Europe do you find glassware, linen, watches, silk? Where in United States do you find rice, tobacco, copper, petroleum? Locate and tell why important, Havana, Halifax, Worcester, Pittsburg, St. Louis, Havre, Waterloo, Liverpool, Venice, Odessa. On an outline map of Europe name the border seas of Europe. Name the most northern, southern, and western points. Locate Canada, Sicily, Corsica, Balearic, Loffoden Islands. Locate the mountain systems and chains. Draw the Volga, Don, Danube, Rhine, and Rhone rivers. Locate Berlin, Paris, St. Petersburg, Rome, Athens, Constantinople, London, Brussels, Vienna.

Why can a person standing on a beach see the water for a distance of only about three miles? Write on the motions of the earth and their effects or results. What is meant by the expressions "42° North" and "71° West"? About where in the United States would that location be? Write about rivers, telling how they are formed, what causes their waters to move, where they end, "right bank" how they are useful, and mentioning some large rivers in the United States. Write about either the British Isles, or the Alps. Tell all you can about the fruits of the Mediterranean countries. Choose a city of Europe and give a description of the same, as if you were there. Map of North America.

How many states in the United States? Name those which border upon the Gulf of Mexico. Name the four last admitted to the Union. What are the principal productions of the northern part of the Mississippi valley? Of the southern part? Why the difference? Name and locate five important cities in Massachusetts, and mention one thing for which each is noted. Mexico: write briefly about its surface, climate, people, and seaports. Into what waters do the following rivers flow: Rhine, Loire, Tagus, Danube? Locate the following cities: Liverpool, Bordeaux, Moscow, Dresden. What waters separate England from France? Spain from Africa? Italy from Turkey? Name the five most important countries of Europe and one city in each. Select one of the five countries you have just named, and describe its surface, rivers, and climates; the people and their occupations and government.

Compare the climate of North America with that of Europe in the same latitude, and give the causes for the difference. Compare the eastern and western coasts of North America, and give the causes for the difference. Name the "Five Great Powers." Give the capital of each. Name an important commercial city of each. Give the title of the ruler of each. What governments are represented in Europe? Name the countries belonging to each government. Tell in what the difference in government consists. Name five articles that are exported from Europe to America. Name five that are exported from America to Europe. In what do European commercial facilities consist? Name five commercial cities of Europe in addition to those already named. Name five navigable rivers. Name five indentations. Name five islands on its coast. Of how many states does the United States consist? Of how many territories? What states have been recently admitted? What territory is entirely out of the boundaries of the United States? How did we obtain it? Into what sections are the states of the United States divided? Which sections are principally engaged in agriculture? In manufacturing? In commerce? In fishing? In mining? Which is the largest city of the United States? What is the greatest manufacturing city of the United States? Which exports the most rice? Which exports the most cotton? Which exports the most oysters, beef, pork, lumber? What city is called the "Queen City"? The "Quaker City"? What other countries of North America are republics? Of how many states do they consist? To whom did they formerly belong? How do their inhabitants and occupations compare with those of the United States? Name some of the important cities of each. Name three exports of each. What countries of Europe have possessions in America? What is the government of these colonies? Name some of their exports. Some of their chief cities.

#### GEOGRAPHY. CLASS IV.

Explain the causes of the north-east trade wind. When the sun is vertical at the Tropic of Capricorn which pole is turned towards the sun? Give the three causes of the change in seasons. If a person lives in  $0^{\circ}$  latitude and  $0^{\circ}$  longitude, where is he? If you lived in Quito, how many times in the year would you have a vertical sun, and in what months? When are the days and nights equal all over the earth? Across what ocean do the monsoons or season-winds blow? What causes day and night? What two motions has the earth? At what time of the year is the sun farthest from our zenith at noon? At that time, where, on the earth, is the sun vertical? Where is there no sunlight at this time? Where is the day longer than the night? Imagine

yourself on the Tropic of Cancer June 20, where in the sky would the sun be at noon? Why is there not a hot climate near the poles during the long summer? Name the political divisions of North America. Where is Quebec situated, how built, and famous for what? Name ten large rivers of North America. Name the five great lakes, and tell one thing about each lake. Where are the largest coal and iron mines in North America? The largest gold and silver mines? What large city in the midst of the coal and iron district? Name the political divisions of South America. Tell all you know about the history of Brazil. Describe the surface of Bolivia. What is the climate of the northern part of Brazil? Give reasons for it. Name the islands around South America.

Where are furs obtained? Spices? Coffee? Coral? Are the following mineral, vegetable, or animal: cigars, coffee, coral, sponges, salt? If you lived on the equator, how long would the days and nights be? How long, if you lived at the north pole? Is the sun ever over our heads at noon in Boston? Explain. What makes it hot near the equator? How far north would we have to go to reach the temperate region? What makes the sun rise in the morning? Does the north star rise or set? Name five interesting cities of Europe. Write something about each that you think interesting. Where are Lakes Nicaragua, Athabasca, Titicaca? Make a picture of Makenzie River and its lakes. Write their names and tell where a boat might start to pass through them all. What are the great river basins of South America? Name the countries situated in them. Make a picture of the Mississippi and its branches. Write their names and locate any cities on them. Name any five lakes you may know; tell where they are. Name five islands on the coast of North America or South America, and tell what is found on them that is of use to us. Name all the mountain chains of South America, and tell anything you have learned about them.

What time in the year does the school-house cast the longest shadow at 12 o'clock noon? In what direction does the shadow fall? What is the position of Europe in relation to the other continents? Describe the Pacific Highlands of North America. Describe the Great Central Plain. How does the climate on the east coast of North America compare with the climate on the west coast of Europe? Describe the largest river basin in the world. Name three large rivers in Europe which have their head-waters very near each other, and tell in which direction they flow. Why have the shores of the Mediterranean a warmer climate than the regions north of the principal mountain system in Europe? Over what bodies of water would you pass, in sailing from London to Constantinople?

Describe the motions of the earth. What causes day and night?

Bound North America. Name its divisions and their capitals. Name the mountain systems of North America and the river systems of South America. What are the chief industries of New England? Name the oceans and seas of Europe. Name the chief exports of Central Europe, and the chief exports of Southern Europe. Give latitude and longitude of Boston. What are the causes of the change of seasons?

How many states and territories in the United States? What are the chief physical features of the United States? Which part of the country contains the highest land? What is there peculiar about the climate of this high land? Give the leading agricultural products of the northern part of the Mississippi valley. The chief agricultural products of the central part of the same valley. The chief agricultural products of the southern part of the same valley. Name six large cities of the United States engaged in foreign commerce. Why is grazing an important occupation in the region just east of the Rocky Mountains? In what parts of the United States would you expect to find mineral products, and why? Give the capital and the largest city of Ohio. What is wind? The chief cause of wind? Why is Boston a large city? (or what advantages has Boston to make it the leading city of New England?)

What is latitude? What is the latitude of North America? What is longitude? What is the longitude of South America? Name five large river systems of North America and three in South America. Where in South America is there no rain, and which part has most moisture? What are the most important productions in the central part of North America? What in southern Europe? Name five animals in the frigid belt of North America. Name some wild animals in South America? Where will the sun be vertical Saturday, June 21st? How will the nights be in the Northern Hemisphere? Where will you find continuous night? How far will the sun's rays reach that day? Name five large cities of Europe. Name the most southern cape of South America, and the most western of North America. Name the chief seaports of South America and the largest city of Europe.

Where is Europe? In what direction from North America? From Africa? Bound Europe. Name the countries of Europe. Draw an outline map of North America. Indicate on the map the mountain systems and the principal rivers and lakes; and write their names in their proper places. Write on the map the words coal, iron, wheat, cotton, tobacco, fruits, garden vegetables, and manufactures, to indicate in what parts of North America these products are found. Locate on the map the following cities: New York, New Orleans, San Francisco, Chicago, and Montreal. What natural advantages have New York and Chicago? Tell about the great grain regions of North America, and name the chief productions of Europe found in the same latitude.

What is meant by exports, occupations, commercial cities, productions, fertile, level, mountain range, barren, climate, sections, latitude, a watershed, luxuriant, population, emigrant, area, desolate waste, eternal snows, amphibious? Name four metals. Name five important exports and five important imports of the United States. Name five articles manufactured from animal productions. Name a city in each of the grand divisions you have studied that exports large quantities of wheat. Describe the climate of Europe. Name a city of Europe famous for its art galleries, one noted for its cutlery, one for ship-building, one for silks, and one for wines. Why can grains be cultivated farther north in Europe than in any other grand division? How does Europe compare with the other grand divisions in regard to size? Population? Name three principal rivers of South America. Three large plains. Name four cities of South America. What causes day and night? What causes change of seasons?

Two boys, one living on the Equator, the other in Boston, walk one degree north; do they travel the same distance or different distances? Why? When were day and night last equal in Boston? When were day and night last equal in England? When were day and night last equal at Cape Horn? When does Boston have its longest day? When does Cape Horn have its longest day? What important circles cross North America? What is latitude? Latitude of North America? Name two great circles. What is longitude? Longitude of South America? In what zone does the greater part of North America lie? In what zone does the greater part of South America lie? In what zone does the greater part of Europe lie? Name southern cape of Europe. Name western cape of Europe. Where would you find the days 24 hours long June 21st? When will your shadow fall towards the south in Boston? What makes the western coast of North America warmer than the eastern coast in the same latitude? Causes of fog around Newfoundland? Locate an important city in South America. Locate an important city in Europe. Locate an important city in North America. What city of South America is near Tropic of Capricorn? What city of North America is near the Tropic of Cancer? Name five important exports of South America. Name five important exports of North America. Name largest river of Europe. Name highest mountain of Europe. Name three facts about the Gulf Stream, telling the work it does.

Draw a map of South America and indicate its mountain systems, plains, rivers, capes, these cities: Rio Janeiro, La Guayra, Para, Guito, Valparaiso, Buenos Ayres. Indicate the regions where the following products are found: diamonds, rubber, hides, horns, wheat. Name the commercial centre for the grain-growing district of the United States; for the manufacturing districts; for the cotton-growing districts; for the

precious metals districts; for the coal and iron districts. What is climate? Name three things which influence a climate. Which coast of North America is the warmer, the eastern or the western? Europe: name its principal mountain system; locate its principal central plain; name its largest city; its largest country; its longest river. What is a water-shed? Name two in North America. What is a delta? Tell where one is to be found. What is a river basin? Name the largest one in North America. When does the sun rise in the east? When north of east? When south of east? Two ships start from Marajo at the mouth of the Amazon, one sailing due north ten degrees, and the other, due east ten degrees, — which ship sailed the greater distance in miles? Two men start from Boston, one travels due south ten degrees, and the other due west ten degrees; which man travels the greater distance in miles?

Describe the motions of the earth. To what country would you go on July to see the "midnight sun"? Name the political divisions of North America. Tell what kind of a government the most important division has. Locate the following cities, telling what state or country they are in and what body of water they are on; also, one article of export from each: London, New Orleans, San Francisco, Rio Janeiro, Valparaiso. Name one large river, two important cities, four important products, of the Great Central Plain of North America. What bodies of water are the northern and southern boundaries of this plain? What are the Selvas? What river basin here? Describe it. What city near its mouth? Two wild animals and three important products of this region. Compare the lake systems of North and South America. With what countries are these names connected: Pizarra, Alexander Selkirk, Gen. Bolivar? Name a great group of islands between North and South America. Which is the largest of the group? What important city on this island? To what country do Greenland and Iceland belong? Which is the warmer of these countries? Name an important city on either of them. Tell something about the interior of Iceland. What animal is very useful to the people in Greenland?

Name the zones and give the boundaries of each. What is latitude? On what is it measured? What is the latitude of the Tropic of Capricorn? What is the latitude of the north pole? Name some grand division that you have studied that is partly in north and partly in south latitude. Name the seasons of each zone. What is the longest day in the year in places north of the equator? Where is the sun on that day? What can you say of the length of days and nights at the equator? Name five animals, five minerals, and five vegetables of North America. Locate the following cities and name an important export of each: Rio Janeiro, Philadelphia, New Orleans, Buenos Ayres,

Chicago. On what bodies of water would a vessel sail carrying a load of grain from Odessa, on the Black Sea, to Dantzic, on the Baltic Sea? What peninsulas and capes would you pass sailing from Hudson Strait along the coast of North America to the Gulf of Mexico? Write on the vegetation of South America. Name the largest river of North and South America and two tributaries of each. Into what bodies of water do the following rivers flow: Magdalena, San Francisco, Ottawa, Danube, Colorado? Name the grand division to which each belongs. Name the principal mountain system of North America, South America, and Europe, naming the highest peak in each. What is the character of many of the South American peaks? Which has the warmer climate for the most part, North or South America? What parts of South America have very little moisture?

In what direction will the gate-posts at the entrance to the school-yard cast shadows at 4 o'clock P.M. January 1st? July 1st? On which date will the shadows be the longest? Name and locate eight cities of South America. What do we mean when we say that Boston is in Longitude  $71^{\circ}$  West, and Latitude  $42^{\circ}$  North? How many degrees wide is each zone? Name the strait between North America and Asia; between Europe and Africa; between England and France. Name two isthmuses, and tell what each connects. Name the grand divisions in the order of their size. Name and locate three large seas. Where do we get kerosene? iron? coal? hides? silk? pepper? Name five cities in Europe. Draw an outline map of North America, and locate on it the principal mountains, rivers, and towns.

How many degrees in a circle of the earth? How many (about) miles (common) in a degree on the equator? What are the uses of parallels and meridians? How many degrees from the north pole to the south pole? If Boston is  $71^{\circ}$  west of London, what is the distance in miles between those cities? San Francisco is  $122^{\circ}$  west of London. How many miles is it from Boston to San Francisco? What causes wind? Where do the trade-winds blow? Name five of the principal industries or occupations in the United States, and state where each is carried on extensively. State whether the following come from animals, vegetables, or minerals: salt, pepper, vinegar, pickles, butter, bread, steak, common shoes, rubber shoes, an overcoat. What is the best place to find each of the following things: sweet potatoes, vanilla, ivory, coal, mahogany, dates, copper, silk, spices, kerosene oil? Where in the United States is the most wonderful valley? the most wonderful cañon? the most wonderful waterfall? the most wonderful park? the most wonderful springs? Name any five foreign cities, and state for what each is celebrated, or why it is important. Write a good account, ten lines at least, about the most interesting thing you have studied in geography this year.

What does the rotation of the earth cause? What does the revolution of the earth cause? What are great circles? small circles? What is a meridian? What is a zone? Name the zones. Draw a circle, and in it draw the zones, tropics, equator, polar circles, mark the width in degrees of each zone. Which has the greater area South America or Europe? Which has the larger population? larger cities? What kind of government does each of the countries of South America have? Name three different kinds of government in Europe. Name the principal border waters of Europe. Of South America. Give the position, government, title of ruler, capital, chief cities, and principal productions of any country of Europe. Give the same of any country of South America. Name three islands of Europe, three of South America. two capes of Europe, and two of South America. Locate the capes. Name five important productions of Europe that are brought into this country, and five important productions of South America that are brought into this country. If you were to visit Europe this summer what countries would you like to visit? Why? What cities? Why? Tell from what port you would sail, and at what port you would arrive.

On the outline map before you, indicate the mountain systems and river systems, the larger lakes, the principal seaports, and inland cities, writing the name of each. On the same map, locate by name, the staple vegetable and mineral productions, and the characteristic animals. What is meant by latitude? Longitude? Greatest number of degrees of each a place may have? What place has neither latitude or longitude? Tell what you understand by *Selvas*, *Llanos*, *Pampas*. What change has recently taken place in Brazil? What and where are the following: Buenos Ayres, Montreal, Aconcagua, Sitka, Madeira, Marajo, Black Hills, St. Clair? Ship a cargo of goods from Rio Janeiro to New York; what articles would be sent, and through what waters? Topic: Races of men.

Spell Brooklyn, Frigid, Caribbean, Massachusetts, Behring. Name five productions of Southern Europe. Name five islands in the Mediterranean Sea. Name two groups of lakes in Europe. In what zones is North America situated. Name five bodies of water on Eastern coast of North America. Name the five great lakes of North America. Name five rivers of North America. Name the continents in order of their size. Name three plains of South America. Near what river is each? State five things in which South America and Europe are unlike. Why are there so few wild animals in Europe? Describe the Esquimaux, Chinese, or Swiss. Name the highest mountain peak in the world, and tell in what range it is. What peninsulas on the western coast of North America? Why have the western shores

of Europe a milder and more moist climate than the eastern shore of North America in the same latitude? Name three animals of each grand division. Give the extent of each mountain system in North America. Name five mountain ranges of Europe. Copy the following and tell what each is: Havana, Thibet, Ceylon, Horn, Quito, Danube, Calcutta, Yukon, Aconcagua, Pekin.

What are meridians? Parallels? Their use? What motions has the earth? What are their effects? Name the zones and the circles which bound them. Name the mountain systems of North America, and describe the Great Central Plain. Where are the grain regions of North America? Where is gold found? South America: Name the zones in which it lies. Name five of its vegetable productions and three mineral productions. Name ten seas, gulfs, and bays lying along the coast of Europe. In what direction does the principal mountain system of Europe extend? Name in order its principal chains. What lands are separated by the Strait of Dover? by the Strait of Gibraltar? Compare the surface, climate, and productions of Europe and South America. In what are they alike and in what do they differ? Name the most important ocean current in the world; describe its cause and effects. Write anything interesting you know about it.

What causes "day and night"? What do we mean when we say that Boston is in Longitude  $71^{\circ}$  West and Latitude  $42^{\circ}$  North? Name the straits between Asia and North America; between Europe and Africa; between England and France. Name the Grand Divisions in order of size beginning with the largest. Which Grand Divisions are crossed by the Tropic of Cancer? Name three large seas and tell where they are. Name three large gulfs and tell where they are. Where do we get iron? kerosene? hides? silk? pepper? Name the "states of society" and a place where each may be found. On the outline map (North America) indicate the principal mountains, rivers, and towns.

What section of North America has the largest population? Compare the Rocky and the Alleghany Mountains. Name two lofty peaks in each of these ranges. From where do we get our coal, iron, and copper? What important manufacturing is carried on in Boston? Name three kinds. What are some of the important places a traveller by railroad would pass through in going from Boston to St. Louis? What is meant by the term "Zone"? Explain "Rotation of the Earth." Tell what results therefrom. Write your teacher a letter from San Francisco or Chicago.

## GEOGRAPHY. CLASS V.

What is the climate of the United States? Name the two largest cities. What are some of the productions of the cold belt? Of the warm belt? Name five large rivers. Give the capital of this country. Climate of southern Europe? Why? What noted mountains in this part of the continent? In which country is the great plain of Europe? Name some of the waters around Europe. Two important cities. Give some of the peninsulas of Asia. What curious people live in the eastern part of this continent? Name some of the productions of southern Asia and the East Indies. Climate of Africa. Large desert there. What keeps Egypt from being a desert? Name four large rivers of this continent.

What ocean north of Europe and Asia? What sea south of Europe? What is the climate of Northern Asia? What is the climate of southern Asia? Over what waters would you pass in going from the Mediterranean Sea to the Indian Ocean? Name four large islands south-east of Asia. Name some of the most important products of these islands. Where is the river Nile? In what direction does it flow, and into what body of water? Where is the Congo River? Where is Cape Colony? What part of Africa is the hottest? What crops grow in Egypt? Name some of the most important productions of southern Europe. Where is Berlin? Paris? Rome? Athens? St. Petersburg?

What sea south of Europe? Where are the highest mountains in the world? Name five large cities of the United States. Name the states that border on the Gulf of Mexico. What is the climate of South America? What is the capital of the United States? Name five countries of Europe. Name the new states. Name and locate five rivers. Name five productions of South America. Name five animals of Africa. Name five towns near Boston. Name and locate five gulfs or bays. Name a volcano. What country of Asia is overcrowded? What do we get from the West Indies? Name the Great Lakes. To what country does Alaska belong? What ocean has the most steamers sailing on it. Name five things imported.

In what direction must you sail from Boston to reach Europe? Describe its surface. What is the climate of different parts? What countries of Europe have a different form of Government from ours? Name the chief productions of Europe. Where are the Himalaya Mountains? Name two large rivers flowing from them. Where are the Philippine Islands? Where is Canton? What is the most northern part of Africa? What is exported from southern and western Africa?

Name the races of Europe; the countries they live in; the occupa-

tions, manners, and customs of each. (As briefly as possible.) Name the animals of the eastern tropics which are not found in the western. Sail from Hong-Kong to Alexandria telling on what bodies of water you would go and what countries you would pass. Name the principal mountain ranges in Africa and Asia. Name the five most important animals, the five most important vegetable productions, and the five most important mineral productions of South America and tell in what countries they are found. Of what uses are the bamboo, cocoanut, palm, and reindeer to the natives of the countries where they are found? What large island south-east of Asia? What queer animals and plants would you see should you go there? Name four noted localities in Europe. Describe one fully. Draw map of North America; locate in it five important rivers; five important cities; the principal mountain systems; and the important animals, vegetable productions, and minerals where they belong.

Locate Chicago, San Francisco, St. Louis, New York, Philadelphia. Name five rivers in North America. Name five rivers in South America. Name three mountain systems of North America. Name five lakes of North America. What bodies of water north and east of Africa? Name two rivers of Africa and tell where they empty. Name two important countries of Asia. Name the three principal divisions of the eastern continent. Name and locate three large cities of Europe. Name five capes of North America.

What race of people formerly inhabited North America? Describe the Indian race. How did the negroes first come to our country? How were they made free? By whom is the country inhabited now, and where did the inhabitants come from? Why do we call this country the United States? How many are there? Who is the chief officer of the United States? When is a territory made a state? Mention the capital of the United States. Mention the New England States. What is the capital of Massachusetts? For what is Charlestown noted? Lynn? Quincy? Taunton? Fall River? Lowell? Plymouth? Cambridge? What is the capital of Russia? France? Italy? Turkey? The Netherlands? Greece? Spain? Germany? England? Ireland? Mention five seas of Europe. What strait separates Spain from Africa? What channel between England and France? What two lakes in Russia? Where is the Bay of Biscay? What countries border on Switzerland? What is the capital of the Chinese Empire? What can you say of that city? What can you say of Canton? What remarkable wild animals are native in India? Who lived in Syria? Mention the countries of South America. What is the largest animal of South America? Mention some other animals of this country. How do the natives catch wild cattle? What can you say of the valley of the Amazon? What three

kinds of plains in South America? Are they level or hilly? What islands south of South America? Where is Cape Horn? What is it? What great sea north of Africa? What large river in Egypt? Tell what you can about this river. What channel would you cross to go from Mozambique to the island of Madagascar? Where is Kalahari desert?

Tell what you can of the size and shape of the earth? In what part of what grand division do we live? Name five important rivers of our country. Tell any interesting facts you can about the British Isles. Bound Massachusetts. Name the New England states and tell which has the highest land. Name the three leading occupations of the inhabitants of Massachusetts. Name and locate a city of the United States in the grain region; in the coal, or iron, or oil region; in the gold region; cotton region; and one noted for foreign commerce. Name five important rivers of Asia, and tell into what each flows. Locate London, St. Petersburg, Calcutta, Para, Tokio.

Name the New England states and their capitals. If you wished to visit extensive coal and iron mines to which state would you go? Extensive silver mines? Copper mines? If you were to sail along the coast from Chesapeake Bay to Mexico, in what direction and on what waters would you sail? What states would you pass? What islands might you see? Name some of the tributaries of the Mississippi. Why do some flow in a south-westerly and some in a south-easterly direction? Name four articles which our merchants send to foreign countries. Name several articles which we get from Europe? From Asia? From South America? Tell what you know of the homes, way of living, appearance, etc., of the people who inhabit the northern part of North America. What are the chief occupations of the people of New England? Where in the United States are there good timberlands? Where are the finest fruits grown? What races of people are more numerous in the southern than in the northern states? Tell what you know of them. Write about some country of Asia; its situation, climate, productions and people. Tell the names and location of three important countries of Europe. What fruits that you like grow near the Mediterranean Sea? In what part of Europe are large quantities of grain raised? Name two places in Europe you would like to visit, and give your reasons. Name two famous cities of Europe, and tell for what each is famous. Tell five things you have learned about Africa. What races of men are found in Asia? Where? What plants and animals have helped to give you the clothes you wear to-day? If a stranger were to visit Boston, what points of interest would you show him?

Where is the north temperate zone? Name the countries in North

America. Which is the largest? The smallest? What are the principal minerals of the United States and where found? What is a plain? Name one near the school-house. What is a desert? Name the five great lakes and the river which drains them. What state raises the most sugar cane? Which state mines the most coal? Which city manufactures the most boots and shoes? Name the New England states with their capitals. Name their two largest cities. On what waters would you sail in going from Boston to New York? What season will it be, in countries south of the Tropic of Capricorn, during July? January? Name the five principal cities of the United States, and tell all you can about one of them.

What are the zones? Name and tell where each zone is? What circles are the limits of the different zones? What grand divisions does the Atlantic ocean wash? Pacific ocean? Indian ocean? Name one important country in each of the grand divisions and one city in the grand division you name. Name and locate four peninsulas of Europe. From what countries do we obtain tea, coffee, sugar, wines, wool, carpets, diamonds, silk, ivory, hemp? Name five rivers of North America and tell into what body of water each flows. Tell about the climate of Europe. If you were going around the world across what oceans and Grand Divisions would you go? In what city, county, state, section of country, continent do you live? Write your teacher a letter from China or France, telling about your journey there, the country, people, habits, customs, etc.

Tell some interesting facts about Boston Harbor. What towns are south of Roxbury? Compare the animals of Africa with those of North America. Where are Calcutta, Tokio, Cairo, Congo, Lena? What is the climate of Africa. Write a short account of the northern part of Africa or the southern part of Asia.

Name four vegetable and four mineral productions of the Middle and Northern States. Name five vegetable productions of the Southern States. Write by topics on any one of the five following: New England, Europe, Asia, North America, South America. What is the hottest part of the earth? the coldest? What animals live in each?

Name the New England States and their capitals. Where is Chicago? Where is New Orleans? What country has the most extensive forests and plains in the world? What is the most important country in Africa? Name the sections of the United States. Which is chief grain-growing district? Name five seaports of Europe. Name five vegetable productions of Asia. What are the principal occupations of the people of the Middle Atlantic States?

Name the countries comprised in North America. Where are Charleston, St. Louis, Cincinnati, Chicago, and Denver? Name the

source of the Mississippi River, and name four of its tributaries. Name the highest mountains, the longest river, the largest lake, the largest city, and the grandest waterfall of which you have studied. What is the name of the greatest system of mountains in the western part of our continent? Give a brief description of it. To what country would you go to find the greatest variety of valuable productions of all kinds? What seasons has the northern part of South America? Which side of South America has the longest rivers? Why? To what country of South America would you go to obtain hides and horns? quinine? spices? silver? copper? What circle crosses Europe? In what zone is the greater part? In what zone is the rest of it? Name the largest islands west of Europe. What country comprises more than half the continent of Europe? What part of Africa is most interesting to you? Why? Mention two animals found only in Africa. Mention five of the natural wonders of the world. Locate them or tell something about them.

Name the Grand Divisions in order of size. Which two are peninsulas? Name the state you live in, bound it, give its capital. Behring Strait: what does it connect? What separate? What is the principal officer of the United States; of a state; of a city? From what city would you ship coal to Boston? Cotton and sugar? Grain? Tobacco? Name five large cities of Europe, and tell in what country each is. Name four great plains and tell where they are. Where are the British Isles? What do they comprise? What is the most thickly settled country in the world? Tell what you can about it. On what waters would you sail to go from Boston to New York?

#### GEOGRAPHY. CLASS VI.

Why do you study geography? How can you prove the earth is round? Name the oceans. Which is the largest? Which is the smallest? Tell the difference between the Western Hemisphere and the Western Continent? What is a harbor? What is the coast or shore of a country? How long are the days and nights at the equator? At the poles? Tell me about the seasons of our own climate? How many motions has the earth and what are they? What are the most important productions of the temperate climate? Name the largest city of the United States, and tell what its exports are?

What is agriculture? Where carried on? What is commerce? What are imports? Name the three principal mountain systems of North America. Which contain mines of gold and silver? Name the five Great Lakes. What river flows from them? What is the capital of

a country? What large island north-east of North America? What can you say of Iceland? In what Grand Division do you live? Country? State? Tell what you can about Alaska. Where are the West Indies? What is Oceanica? What are the chief productions of the United States?

What is the shape of the earth? How do you know it is so? Tell what one of the motions of the earth causes. What Grand Divisions does the Atlantic wash? Pacific? Name the Grand Divisions in the order of their size. Which are in the Eastern Hemisphere? Western? Name one country in each of the Grand Divisions. Name two rivers in North America, two in South America, two in Europe, two in Asia, and two in Africa. From what country do we obtain tea, coffee, diamonds, ivory, hides? What important river of North America flows into the Atlantic Ocean? Pacific Ocean? Gulf of Mexico? Of South America that flows into the Atlantic? Of Africa that flows into the Atlantic? What states border on Massachusetts? What is the capital of Massachusetts? of United States? In what state is Providence? Hartford? Philadelphia? Chicago? San Francisco? Write a letter to your teacher telling about what you saw in Egypt. Write a letter to your teacher telling her of the different plants and animals to be found in the different zones.

What is a plain? Name two different kinds of plains, and tell how they differ from each other. Name five animals of use to men; tell what they furnish, and how the animals look. What lines cross a map of the hemispheres? Make a map showing them. In what direction is Boston Common from our school-house? In what direction is California from Boston? Cuba from Boston? If you should travel west from Boston to the ocean, what rivers and mountains would you cross; what strange animals might you see? Name any cities you would like to visit on your way, and tell why. What is a cape? Make a picture of one. Name any three you may know and tell where they are. What are the two motions of the earth, and what do they produce? What are geysers? Tell where one might be found. Name the great oceans, and tell something that may be found in them that is useful to us. Write something that you have learned about Greenland. Name the different countries of North America. Tell which is the most northerly, which is the most southerly, and name some of the principal productions of North America. Are the following animal, vegetable, or mineral: cigars, coffee, coral, sponges, salt?

Name the oceans and tell what you can about the Atlantic Ocean. What is a continent and how does it differ from an island? Name the productions of a temperate climate. Name some plants and animals that are found in a hot country. Why is a hot country said to be tropi-

cal? What can you say of civilized people? Name the races of men. What races have you seen? What are imports? Give examples. What are exports? Give examples. What vegetable products are used for clothing?

Name the longest river in the world. Name the highest mountains in the world. Name the largest city in the world. In what direction is Canada from the United States? In what direction is Mexico from the United States? In what direction is Europe from South America? In what direction is Africa from Europe? Where are the West India Islands? Where is Vancouver Island? What large island is sometimes called a continent? What is a mountain system? What is a mountain range? Give an example of each. Name seven large rivers in North America, and describe the course of one. Name two places in the United States noted for their scenery and describe one. Locate the following cities: London, Washington, Paris, and New York. Name ten productions of North America.

What is a hill? Valley? Spring? Canal? Lake? Mountain? Island? Cape? Isthmus? Peninsula? Tell what you know about a river, how it is formed, its parts and uses; which use do you think most important? Why? How many states in the United States? What states have recently been added? How many motions has the earth? What does each motion cause? How many races of men are there? To which do you belong? In what direction from your school-house is the Episcopal Church? The railroad station? In what city, county, state, and country do you live? Tell what you have learned in regard to the state in which you live. What and where are Boston? Superior? Mississippi? Plymouth? White? What do we mean by climate? How many kinds of climate have you read about?

Name the kinds of people in different countries? Name animals of Asia not found in North America. To what part of the world would you go to get opium? Name five large cities in Europe. What part of Africa is hottest? Name and describe the rivers of North America. Where is the largest forest plain in the world? What is a lake? What oceans are around Asia? Tell all you can about South America.

What part of the earth's surface is land? Name the largest body of land on the earth. The largest island. Give the largest river in the world. In what direction does it flow? What is the use of rivers? Where does the water which makes rivers come from? Are there any rivers near Boston? Name all you know. What is the largest city in the world? Why do plants grow so fast in spring and summer? Does the earth move around the sun or the sun around the earth? In what kind of climate does tea grow? Sugar cane? Wheat? What is the largest city of the United States

What is commerce, domestic and foreign? Name the five grand divisions. Name four occupations of men. What are exports? What are imports? What is the equator? Name five animals from the hot climate? Name five animals from the temperate climate. Name five animals from the cold climate. What isthmus connects Asia and Africa? How many motions has the earth? Name them. What is a sound? What sea is between Europe and Africa?

What causes day and night? What is a bay? An ocean? Name the oceans. Name the grand divisions. In what belts is North America? In which hemisphere (E. or W.) do we live? In which belt do we live? Name a place from which we get sugar, cotton, coffee, oranges. Name a great desert and tell in what country it is. Name a great mountain range and tell in what country it is. Where is Russia? China?

What two motions has the earth and what do they cause? Which way does your shadow fall at noon? What is an isthmus? What natural division of land is East Boston? Why? What part of the map is North? East? West? South? Name the continents. Name the oceans. Name six important cities of New England, and tell where each is located. Name and describe five rivers of New England. Describe either North America or South America by topics.

In what city do you live? In what state? In what country? On what continent? In what direction from the School House is the Railroad station? The Cemetery? The Soldiers' Monument? In what direction from Boston is Europe? What country in Europe would you like to visit? Why? What mountains in Europe are most visited by Americans? In what country? What very large river in South America? What important city in the same country? What is the climate of that country? Name four important rivers in North America. What city upon one of them? Mr. Barnum has an elephant, a camel, a seal, a reindeer, and a buffalo. In what climate is the home of each? Where in the western Hemisphere may you go for furs? oranges? coffee? cotton? If you take a journey from Boston west across the country what great city could you visit on the shore of the Pacific Ocean? Imagine you are a bird and fly to a warm country. Write five or six lines telling what trees, fruits, and animals you might see, and how the people live and dress.

What people live in the cold climate? Tell something about their food and clothing. In what zone do you live? What plants and animals are found in this zone? Which is the most important country of North America? What is its capital? Tell something about the occupations of the civilized people. Name some of the most important plants and animals of a tropical climate. Name the waters that sur-

round North America on the north, on the east, on the south, on the west. Name two large rivers of North America, and tell in what direction they flow, and into what waters they empty.

Name five natural divisions of land and five natural divisions of water. What are the two motions of the earth and what does each cause? What is the distance around the earth and what is the distance through it? Illustrate by a drawing eight points of the compass and mark each with the proper initials. Name the grand divisions in the order of their size. Name five islands or groups of islands. What are the warmest portions of South America and Asia? Name the grand division which has the largest and fiercest wild animals. Tell what ocean you would cross in sailing from South America to Asia and from North America to Europe? Name an important river in each of the following: North America, Africa, Asia, Europe, South America. Name an important city in each. Tell some of the most interesting things which you have learned about South America.

How many motions has the earth? What are they? Where is the highest mountain in the world? Where is the largest desert? What ocean should we cross to go to Africa? What kind of a climate should we find there? What is the largest city in Massachusetts? In our country? In the world? Where are the coldest parts of the earth? The hottest part? Name five large rivers of North America. Name five animals of hot countries and five of cold countries? Name the five grand divisions and tell which one you live in. What do we get from the West Indies? From the East Indies? Name as many useful things as you can think of that we get from the ocean.

Where are the Appalachian mountains, and how do they differ from the Rocky mountains? Name the cities and towns that surround Boston. Name the continents that border on the Atlantic ocean. Name the oceans in the order of their size. Name the longest river in North America and in South America. What bodies of water are connected by the Strait of Gibraltar? What is an isthmus? What seas south of Europe? Name the rivers which flow into the Caspian Sea. Name the bodies of water bordering on the west of Europe.

Draw a map of an island. Draw a map of a peninsula. What is leather made of? What are combs made of? Where does the stuff for a woolen mitten come from? Where does the stuff for a calico dress come from? What is a slate pencil made of? Name five fur-bearing animals, and state where each one lives. Name five useful minerals, and state what each is used for. Name the plains near the Orinoco. Name the plains near the La Plata. Briefly describe the plain near the Amazon. Name five of the "Seven Little Sisters," and state where each one lives. Name five kinds of rocks that can be found in Roxbury, and state where

each can be found. Write an account of an imaginary journey to any foreign country. Write about the most interesting thing you have learned in geography this year. Name five cities you have heard mentioned this year, and state in what part of what country each is situated.

Locate: East Indies, Florida, Alps Mountains, Ohio River, Rhine River, Mediterranean Sea, Gulf of Mexico, Newfoundland, Australia, Paris. What is the shape of the earth? Proof? What is the equator? What kind of weather there? Name five animals that live near the equator? Name five animals that live near the poles? Is it summer or winter now at Cape Horn? Is it day or night there? How long does it take the earth to go once around the sun? What part of the earth's surface is land? Suppose yourself to be living near the equator, mention something you might export. To what race do most of the inhabitants of Africa belong? Write about the lion.

Does the earth look round or flat to you? Do you think it is round? If so, tell your reasons. What motion of the earth gives us day and night? What is the difference between an axis and an axle? Tell what kind of fruits grow in the torrid zone. How do sailors know how to steer their vessels? Which way would a vessel sail going from Boston to Europe? As you sit in your school-room which windows are towards the east, those at your right or those back of you? Map of the school-room and points of compass.

#### UNITED STATES HISTORY. CLASS III.

Name three early explorers and tell what, when, and where they explored? Name the thirteen original colonies. Give the date and place of settlement of five of them. Give the date, cause, and result of the French and Indian War. When was King Philip's War? When and for what was the league formed known as the United Colonies of New England? What colonies composed it? Make a statement about each of the following persons: Captain John Smith, Balboa, Henry Hudson, William Penn, Miles Standish. Make a statement about each of the following places: Palos, St. Augustine, Fort DuQuesne, Quebec, San Salvador. State briefly the cause of the American Revolution. Name five distinguished patriots of the Revolution.

Name the English explorers, and give an account of the discoveries of one of them. Name the original New England colonies, and give an account of any one of them. Name ten battles of the Revolutionary War, and describe any one of them that was not fought in New England. Name the colonies in which there was religious toleration, then those in which there was not religious toleration. Name the colonial wars, and mention without describing them a few of the remarkable events and acts that occurred in those wars.

The Cabots' Voyages of Discovery: give an account of the Cabots, and of their American voyages and discoveries. The New England Colonies: mention them, and give an account of any one of them. Who were LaSalle, Raleigh, King Philip, Roger Williams, and Andros? What events are associated with these dates: 1492, 1607, 1620, 1675, 1692? A brief description of the European nations engaged in discoveries in North America. A noted discoverer, and discovery of each nation. Describe briefly one important discovery. Maryland: when and by whom settled; the object of the settlement; religious toleration; Clayborne's rebellion; the boundary line between Maryland and Pennsylvania. An account of that part of the American army which was personally led by Washington from July 2, 1775 to January 3, 1777. The Cabots' Voyages of discovery: give an account of the Cabots, and of their American voyages and discoveries. The New England Colonies: mention them, and give an account of any one of them. N.B. A part of the class, instead of the 1st question had the following: The Old French and Indian War: its causes; its objective points; the part that Washington took in it; its important events, and an account of one of them; how it helped prepare the colonists for the Revolution.

Name two Spanish, two English, and one French discoverer, the country discovered, and date. Write five lines about one of them. Give two causes of the Revolutionary War. Name three officers on each side. Name three English and three American victories. Describe one of them. What colonies were founded to secure religious freedom? What was Salem Witchcraft? What was the Starving Time? Name the thirteen original colonies. Cause of French and Indian War. Name two battles and result. What part did Washington take in this war? Mention what the following expressions suggest to you: Old Stone Mill, Trimountain, Dorchester Heights, Bacon's Rebellion, The Pine Tree Flag.

Name the thirteen original colonies. Which were the most important ones at the time of the Revolution? What was the Revolutionary War? Its cause? Who was King of England? Who were the Tories? What was the Stamp Act? When passed? Who opposed it in England? In Virginia? Describe some incident in the early history of the Revolution specially connected with Boston. Name some historical event connected with the North Church. Where was Liberty Tree? Why called so? What building called the "Cradle of Liberty"? When and where was the Declaration adopted? Who wrote it? Describe the history of the flag. What was the object of Burgoyne's Invasion? Who won a battle at Bennington? When and where did Burgoyne surrender? When and where was the treaty of peace signed? What were its terms? Mention one fact about Warren; Pitcairn; Major André, Gates.

Write a brief sketch of the life of Columbus covering the following points: his theory about the shape of the earth, his attempts to get aid to prove it, his success, his voyage to the new world. Name the New England Colonies. Write about the settlement of Connecticut. Write about Burgoyne's Invasion, covering the following points: its object, the battle of Bennington, the change of American Commanders, a description of the battle in which Burgoyne's designs were frustrated, why this battle was considered so important.

When and by whom was Boston settled? What was the Boston News Letter? The Liberty Tree? The Boston Massacre? The Boston Tea-party? The Boston Port Bill? The North Church? The Pine Tree Flag? When was Boston made a city? Name five of the early patriots of America, and write a short sketch of the life of one. Name the events suggested by the following: 1000; 1565; 1619; 1636; 1692; 1732; February 22d, 1759, 1765; April 19, 1775; July 4th, 1776.

Leif Eriesson; Balboa; De Soto; William Penn; tell from what country each came and mention an important fact concerning each. Narrate an incident showing the relations of the Indians to the white settlers. Name one of the Intercolonial wars; tell what caused it, and what the result was. Tell briefly the story of the Pilgrims. Tell briefly the causes of the Revolution. Connect the following dates with events: 1492; 1565; 1607; 1692; 1776.

Name the discoverer of the Mississippi River; the Pacific Ocean; Florida. What was the cause of the French and Indian War? The most important battle? The result of the War? What were some of the causes of the Revolutionary War? Who was Samuel Adams? Paul Revere? What was the Declaration of Independence? Tell why, when, and by whom it was written. Write on one of the following topics: King Philip, Salem Witchcraft, Boston Tea-party.

What Charters were granted by James I. in 1606? Name the thirteen original colonies. Describe a New England Village of Colonial days on a Sunday morning. What is meant by the "Walking Purchase"? Cause of the French and Indian Wars. (The Teacher will add five questions on the Revolution.) What occurred March 17, 1776? Who wrote the Declaration of Independence? What occurred at Saratoga October 1777? How long did the Revolutionary War last, and how end? The event of September 3d, 1783?

Name four men who were prominent in exploring and settling America, and tell something that each did? Name the Intercolonial Wars. Cause of the French and Indian War, and why it was so called? Write what you can of the cause of the Revolutionary War? Name five battles of the Revolutionary War, and tell which side was victorious in each? Name four prominent generals on the American side and three

on the British. Which battle do you think the most important, and why? Connect each of the following names with some important event in American history; General Braddock, General Wolfe, General J. Warren, Miles Standish, John Carver, William Penn.

Tell the story of Ponce de Leon. Name the thirteen original colonies. Which was the last to be settled? The story of which colony interests you the most? Write about it. Cause and result of King Philip's War? Why did the Americans go to war with Great Britain? When did the war begin? End? Boston Port Bill? Who wrote the Declaration of Independence? When was it adopted? Where? What was the Declaration of Independence? Burgoyne's Invasion? Write about an important battle of the Revolution. Write an account of either Pontiac's War; The Flag of the United States; Siege of Boston.

Give an account of the settlement of the Massachusetts Bay Colony and a brief description of the people who settled it. Henry Hudson,—who was he? Describe his voyage. What became of him? What country claimed a part of North America because of his discoveries? Give date of the beginning of the French and Indian War. Some of the causes which led to it, and some account of Braddock's expedition and of the capture of Quebec. What was the Stamp Act? Why did the people object to it? Describe the Boston Massacre. Who were the Tories? Describe the winter at Valley Forge. Describe the battle at Stillwater.

\*.\* The following papers, entitled Mental Arithmetic, include some which might properly be designated Sight Arithmetic, and others Oral Arithmetic:

#### MENTAL ARITHMETIC. CLASS II.

A room is  $\frac{3}{4}$  as wide as it is long; its length is 20 ft.; how many sq. ft. are there in the floor? What will 5 tons of granulated sugar cost at 64 cts. per lb.? If 5 yds. of cloth cost 90 cts., what will  $\frac{5}{8}$  of a yd. cost? What will be the cost of 1 pk. 1 qt. 1 pt. of nuts at 10 cts. per qt.? What is the value of an acre of land at 10 cts. per sq. ft.? An agent insures a house for me at a commission of  $\frac{1}{2}$  %. His commission was \$15; how much was the house insured for? A man collects a bill of \$300 for me at  $\frac{1}{2}$  % commission; how much was his commission? A man put \$15, which was  $16\frac{2}{3}$  % of his month's salary, in the bank; what was his month's salary? A gold-digger who had 3 lbs. of gold dust lost 9 oz.; what per cent. was left? What is the interest of \$50 for 3y. 7m. 12d. at 6 %?

Addition from black-board : 226, 475, 812, 986, 553, 642, 741, 954, 722, 673, 731, 963, 624, 865, 936, 881. Another: 556, 952, 725, 643,

924, 746, 965, 632, 763, 634, 872, 813, 481, 871, 981, 719. How many days from May 16th to July 5th? What would be the cost of 2 bush. of blueberries at 5 cts. per qt.? What will 18 oranges cost at 35 cts. per doz.? Add: 379 and 297.

If I sell for \$4.50 a book which cost me \$3, what per cent. do I gain? Out of 500 pupils, 50 are absent; what is the per cent. of attendance? A garden is 200 ft. long and 100 ft. wide. What will it cost to build a fence around it at 50 cts. a ft.? What will a building lot 100 ft. long and 50 ft. wide cost at 50 cts. a sq. ft.? What is the interest of \$200 for 90 days at 3 %? What is the bank discount on a sixty days' note for \$400 at 6%? If a broker buys for me five shares of Railroad Stock whose par value is \$100, what is his brokerage at 4%? What cost 4 lbs. 4 oz. of butter at 16 cts. a lb.? If I have 4 tons 1,000 pounds of coal, to how many persons can I give  $\frac{1}{2}$  a ton each? Add: \$2.50, 0.75, 0.12, 4.18, 1 00, 0.86, 0.53, 5.16, 0.09, 0.25, 3.47, 0.34, 0.57, 9.00, 0.62.

If a flag-pole is in two parts, the longer, or main-mast, being 50 ft., the top-mast 38 ft. long, how high above ground would the pole stand, if 7 ft. were below ground, and the top-mast lapped on to the main-mast 2 ft? How many men could you hire with \$50 for a week's job, if each man received \$12 $\frac{1}{2}$  per week? How much would a dinner cost consisting of meat worth \$1.00, vegetables worth 75 cts., and fruit 50 cts.? How many dozen yeast cakes at 2 cts. each could be bought for 96 cts.? 2 $\frac{1}{2}$  acres divided into lots of  $\frac{1}{4}$  an acre each would consist of how many lots? What per cent. of anything is  $\frac{1}{50}$ ?  $\frac{1}{2}$ ?  $\frac{1}{3}$ ?  $\frac{1}{4}$ ?  $\frac{5}{6}$ ? If you are in school 5 hours, at play 2, asleep 5, what fractional part of the day is left? Add: 18, 10, 2, 12, 8; multiply by 2, divide by 8.

A horse was sold for \$90, at which price 12 $\frac{1}{2}$  % was gained. What per cent. would have been gained by selling him for a \$100? 75 is 25% more than what number? What per cent. does a merchant lose by selling goods at  $\frac{4}{5}$  of their cost? If I sell 10 shares of railroad stock for \$1,090, and gain 9% on the cost, what was the cost? What is the interest of \$660 for 3 mos. at 4%? Sold a watch for \$42, and so lost 12 $\frac{1}{2}$  % on the cost; what was the cost? What is the premium for insuring \$6,000 on my house at 14 %? How many quarts of peanuts in one bu. and three pks.? One acre of corn yields 80 bu. and another acre 20% more; how many bushels does the second acre yield? What will it cost to fence a garden 10 rds. long and 6 rds. wide at \$1 a rod?

If each boy eat  $\frac{3}{5}$  of a loaf of bread, how many boys will eat six loaves? Mary bought 6 $\frac{1}{4}$  yards of cloth at 12 cts. a yard; how many cts. did the cloth cost her? In 1 $\frac{3}{4}$  yards how many inches? How many half-pint mugs can a person fill with  $\frac{1}{2}$  gallon of milk? Express  $\frac{3}{4}$  as a decimal. If your school-room is 40 ft. long and 30 ft. wide, what is the distance around it? What principal at 6 per cent., simple interest,

will gain \$36 in 1 year and 6 months? How many sheets of paper in a quire and a half? A man sold a saddle for \$18, which was  $12\frac{1}{2}\%$  more than its cost; what did it cost him? What per cent. is gained on goods sold at double the cost? How many rods in a mile? How many rods in a quarter of an acre?  $13 + 6 + 9 + 14 + 7 = ?$  What is the interest of \$1,500 for 60 days at  $6\%$ ? A dealer sold flour at a profit of \$2.00 a barrel, and gained  $25\%$ ; what was the cost? Find the sum of  $\frac{3}{4}$  and  $\frac{5}{6}$ . How many hundredths in 2 units? How many cubic inches in a ten-inch cube? What is  $8\%$  of fifty bushels? What is nine eighths of eight?

What is a poll tax? In what time will \$50 double itself at  $8\%$ ? At what price must paper that cost \$4 be sold to gain  $12\frac{1}{2}\%$ ? What would 51 lbs. of butter cost at  $33\frac{1}{3}$  cts. a lb.? Mrs. Allen bought 7 chairs at \$4 apiece, 2 tables at \$9 apiece, and a carpet for \$33; she paid two \$50 bills; how much change was due her? If six rings cost \$33, what would 12 rings cost? What per cent. of a number is  $\frac{6}{20}$  of it? What would be the cost of insuring a house for \$1,000 at  $1\%$ , the price of the policy being \$1? Two men, 96 miles apart, travel toward each other, one at the rate of  $5\frac{1}{2}$  m. an hour, the other  $4\frac{1}{2}$ . In how many hours will they meet? Reduce  $\frac{1}{2}\frac{3}{4}$  to lowest terms.

$\frac{2}{3}$  of 48 is  $\frac{4}{5}$  of how many times 8? Find the sum of the prime numbers as far as 12. What will one bu. and one peck of chestnuts cost at 8 cts. a quart? Change  $\frac{7}{8}$  and  $\frac{8}{20}$  to decimals and add them. In a school of fifty pupils six are absent; what per cent. are present? How long will it take \$5 to gain \$5 at  $5\%$ ? What will it cost to fence a piece of land that is 6 rds. square at \$3 per rod? 5 quarts equal what decimal of a peck? A can do a piece of work in four days, B can do it in five days; in what time can A and B do it if they work together? Write on the board the following: 27, 36, 45, 32, 63, 75, 43, 57; find the sum.

What is the commission for \$1,234 worth of gold at  $1\frac{1}{2}\%$ ? Interest of \$1,234 for six months at  $4\%$ ? Sum,  $2\frac{1}{2} + 3\frac{1}{2} + 4\frac{1}{2} = ?$  Difference,  $5\frac{1}{2} - 4\frac{1}{2} = ?$  Interest of \$1,234 for 30 days at  $6\%$ ? If  $2\frac{1}{2}$  lbs. of beef cost 25 cents what will ten lbs. cost? What is the Bank-Discount of \$124 due in 2 months? A rectangular field containing 1 acre is 40 rods long; how many rods round the entire lot? I buy 2 shares of stock whose par value is \$100, at  $2\frac{1}{2}\%$  discount; what must I pay? I sell goods costing 24 cents for 18 cents; what per cent. do I lose? Sell goods costing 24 cents at 30 cents; what per cent. do I gain? (Black board.) What is the distance between A, which is  $20^{\circ} 20' 20''$  N. Lat. and B which is  $40^{\circ} 40' 40''$  S. Lat.? (Black board.) What is the distance between B,  $40^{\circ} 40' 40''$  South, and C,  $30^{\circ} 40' 50''$  South? How many rings each

2 dwt. 12 grs. can be made from  $\frac{1}{4}$  lb. of gold? How far apart are two places whose difference in time is two hours and three minutes? I bought a bond whose par value is \$1,000 at a discount of  $3\frac{1}{4}\%$ ; what did I pay? I can buy 2 pairs of shoes for 12 shillings; how many pairs at the same rate can I buy for £3? What will 24 lbs. of tea cost at  $33\frac{1}{3}$  cents? What will 40 pounds of onions cost at  $2\frac{1}{2}$  cts.? What will 48 horses cost at \$250 each?

If two-thirds of your age is eight years and four months, how old are you? Seven-eighths of James' vacation will be equal to seven-ninths of yours; yours will be 63 days; how many will his be? Mrs. Light bought .001 of 3500 tons of coal. How many tons did she buy? How many weeks will  $4\frac{1}{2}$  tons of coal last Mrs. Bright, if she uses  $\frac{3}{10}$  of a ton each week? What was the cost of 1,000 cords of wood at \$9.875 a cord? You spend  $\frac{5}{6}$  of your money for books, and the remainder for paper; what per cent of your money do you spend for paper? You spend \$3.00 of every \$5.00 that you had earned; you had earned \$100; how much did you spend? You spend 24 minutes in going to school; what decimal fraction of an hour did you thus use? What part of the principal is the simple interest for four years and six months at six per cent.? How many years will it take \$20 to gain \$20 at five per cent. simple interest?

If apples cost 2 cents each, and oranges 5 cents each, how many oranges are equal to 50 apples? A grocer bought 15 barrels of flour at \$5 a barrel; at what price must he sell them to make \$30? At what part of a dollar is cloth sold, if it cost 50 cts. a yard, and  $\frac{1}{3}$  is made by selling it? A man lends \$1200 at 6%, and \$1500 at 5%; what is the difference in the amount of interest due? If ten shares of Railroad stock costing \$80 are sold at a gain of 25%, how much is the gain? If a grocer sells milk at \$0.32 a gallon, and makes  $33\frac{1}{3}\%$ , what is the cost per quart? For collecting a bill an agent charged 4% or \$60; how much did he collect? If \$1 is paid for insuring a piano worth \$500, what is the rate of insurance? In what time will any sum of money double itself at 6%? Into how many lots containing  $\frac{2}{3}$  of an acre each, can eight acres be divided?

42 is  $\frac{7}{6}$  of how many times 18? If it takes  $4\frac{1}{2}$  yd. of cloth for a coat,  $2\frac{1}{2}$  yd. for trousers, and one yd. for a vest, how much for the suit? A man owning  $\frac{2}{3}$  of a ship, sold  $\frac{1}{3}$  of his share; what part of the ship did he still own? If a cup holds  $\frac{2}{3}$  of a pint, how many cups in a gallon? In a class of 42 pupils, 7 were absent; what per cent. were present? If a note of \$500 due June 2 was discounted at a bank May 30, what was the discount? If boards are worth  $3\frac{1}{2}$  cts. a foot, what are they per M.? Interest of \$1000, for 2 months at 9%? If a man spends 50 cts. per day during April, May, and June, what does he spend in the three

months? If a man spent ten cents every day for cigars during the year 1888, how much did he spend during the year? A rectangular field contains 480,000 sq. ft. and is 1,000 ft. long, how wide is it? Divide  $18\frac{1}{2}$  by  $\frac{1}{2}$ .  $4876 \div 1000 \times 10 = ?$   $42 \times 10000 = ?$   $\$84 \div \$12 = ?$   $\$48 \div 6 = ?$   $\frac{2}{3}$  of  $\$100 = ?$  (dolls., cts., mills,) amount of:  $\$2.16$ ,  $1.14$ ,  $7.84$ ,  $9.86$ ,  $2.22$ ,  $1.89$ ,  $9.10$ ,  $1.19$ ,  $3.34$ ,  $6.61$ ,  $7.75$ ,  $8.81$ ,  $3.42$ ,  $9.84$ ,  $6.66$ ,  $8.71$ ,  $4.32$ ,  $5.51$ ,  $7.18$ ,  $0.22$ ,  $0.13 = ?$

## COMBINATION.

My desk is $1\frac{1}{2}$ ft. long, and 1 ft. wide; how many inches around it?	\$98 53
How many sixths of a dollar are there in $2\frac{1}{3}$ dollars?	6 94
If 9 is contained in a number 12 times, how many times will 3 be contained in it? $\frac{2}{3}$ of my money is \$14; how much has John, if he has \$11 more than I?	7 98
$\frac{1}{4}$ of a day was spent by James in play, and $\frac{1}{8}$ in sleep, how many hours were left for work?	48 36
Oil is worth $37\frac{1}{2}$ cts. a pint; how many pints can I buy for \$6?	9 46
	45 83
	9 87
	6 42
	95 83
	6 45
	9 87
	—96 87
	$\times .989$
	$\div .000329$

$\frac{1}{5}$  of my money is in my pocket,  $\frac{1}{4}$  in bank; I found \$1.50 which I put in my pocket, making amount in pocket equal to amount in bank; how much had I at first? Cost of 700 lbs. of coal, at \$7 a ton? A post is set in the ground so that  $\frac{1}{3}$  of what is in the ground equals  $\frac{1}{2}$  of what is in air; 6 ft. is in ground; how long is the post? Bought oranges at  $\frac{1}{2}$  ct. apiece, and sold them at a gain of 50%; for how much apiece did I sell them? Sold oranges for  $\frac{1}{2}$  ct. apiece, gaining 50%; how much did they cost apiece? Borrowed \$100 at 10%; paid \$20 at the end of first and second years; how much did I owe after second payment? Find the number of sq. in. on the surface of a block 10 in.  $\times$  4 in.  $\times$  3 in. At what rate will \$2 gain \$20 in 5 years? What principal will gain \$40 in 2 years at 5%? My railroad fare is 8 cts.; the street-car fare for the same distance is 5 cts.; what per cent. more does the railroad charge than the street-cars? what per cent. less does the street-car charge than the railroad? I pay 8 cts. to ride four miles on the railroad and five cents to ride five miles on the street cars; what per cent. more does the railroad charge for equal distance than the street-car? What is the interest on \$700 for 15 days at 6%? Bank Discount on a note for 60 days, \$1,000, discounted at date? Goods were bought for \$60 and sold for \$65; what was the per cent. of gain? Goods were sold for \$90 at a gain of 50%; what was the cost? \$3,000 is  $11\frac{1}{3}\%$  of my property: how much am I worth? Bought 2 chairs at \$1.25, 1

washtub for \$1.50, 1 table for \$3.00 and 5 doz. glasses at 48 cts. a dozen; gave a ten dollar bill in payment; how much change did I receive? How much would you pay for  $3\frac{3}{4}$  yds. of cloth at  $37\frac{1}{2}$  cts. a yard? Cost of 3 inches of silk at \$3.00 a yard.

### MENTAL ARITHMETIC. CLASS III.

The difference between 144 and 24 is how many times 15? If  $5\frac{1}{2}$  yds. of cloth cost 68 cts., what cost  $12\frac{1}{2}$  yds.? What is  $\frac{2}{3}$  of 1000? If  $\frac{3}{5}$  of a barrel of flour cost \$2.13, what cost  $1\frac{1}{2}$  barrels? John walked  $12\frac{3}{4}$  miles and Henry  $10\frac{5}{8}$  miles; how much farther did John walk than Henry? At  $4\frac{1}{2}$  cts. a pint, what costs 5 qts. 1 pt. of milk? Multiply fifteen hundredths by six hundredths. What part of a cu. yd. is 3 cu. ft.? What is the difference between a floor 40 ft. sq. and two others each 20 ft. sq.? What is the interest for \$12 for 1 yr. 4 mos. at 6 pr. ct.?

Sold an article for \$60 thereby losing 70%. Cost? If I buy a dozen pencils at 2 cts. each, and sell at 3 cts. each, what is the gain per cent.? After spending  $\frac{3}{5}$  of his money, James has \$150 left, what amount did he have at first? How many gal. in 462 cu. in.? How many sq. ft. in an acre? How many dozen in a score? How many cord ft. in a cord? How many sq. yds. in the surface of a cube that contains one cu. yd.? Out of every bushel of corn, a miller keeps 8 qts. as toll, what per cent. does he keep? If a yard of ribbon contains 144 sq. in., how wide is it? At 75 cts. a yd. what will be the cost of carpeting a floor 15 ft. long, 4 yds. wide? How many pounds of cheese at \$0.16 $\frac{2}{3}$  a lb. can be bought for \$5.00. How long will it take a boy to pay for a suit worth \$6.50 and a pair of boots worth \$2.50, if he earns  $66\frac{2}{3}$  cts. a day? An agent collected rents amounting to \$300; what was his commission at  $\frac{1}{2}\%$ ? 180 is 10% less than what number?

If a boy eat  $\frac{3}{5}$  of a loaf of bread, how many boys will be required to eat ten loaves? Bought  $6\frac{1}{4}$  yds. of ribbon at 12 cts. a yard. Cost? In  $1\frac{3}{4}$  yds. how many inches? How many  $\frac{1}{2}$  pint mugs can be filled from  $\frac{1}{2}$  gallon of milk? What is the distance around a room that is 40 ft. by 30 ft.? Sold a saddle for \$18 which was  $12\frac{1}{2}\%$  more than the cost. Cost? What % is gained on goods sold at double the cost? What is the interest of \$1500 for 60 days at 6%? Sold flour at a profit of \$2.00 and gained 25%, what was the cost per barrel? How many cu. in. in a ten inch cube?

$29 + 36 + 25 + 75 + 35 = ?$  If 5 yds. cloth cost 90 cts., what cost  $\frac{2}{3}$  yd.? If  $\frac{2}{5}$  yd. cloth cost 10 cts. how many yds. can be bought for 80 cts.? Bought  $\frac{1}{2}$  a ton of sugar at \$0.0625 per lb.; how much did I pay for it?

If  $2\frac{1}{2}$  pks. berries cost one dollar, what would 3 qts. cost at the same rate? Bought 5 bu. nuts at a dollar a peck and got 5% off for cash; how much did I pay for the nuts? In a certain school, 40 pupils are present and ten are absent; what % are absent? In a certain class  $\frac{1}{2}$  of the pupils are under 10 years,  $\frac{1}{3}$  of them are between 10 and 12, and the rest are over 12; what % of the class are over 12 years? Eastman collects bills for me, and I pay him  $12\frac{1}{2}\%$ ; he pays over to me \$56; how much did he collect? Find the interest of \$200 for 1 yr. 3 m. at 4 per cent.

$9 + 3 + 7 + 6 + 5 + 4 = ?$  John had 85 cts.; he bought strawberries for 22 cts.; 1 lb. coffee for 30 cts.; 3 sheets paper at 1 ct. a sheet; what remained? A garden is 12 ft. long and 9 ft. wide; how many bunches of flowers will it furnish, if it takes 3 sq. ft. to furnish one bunch? Three-fourths of a mince pie is worth 18 cts., and James eats  $\frac{1}{4}$  of a pie; what is the value of what he eats? Sarah gave Jane  $5\frac{1}{2}$  apples, and then Jane had 12; what had she at first? If I have 1 pk. 2 qts. 1 pt. of meal, how many more qts. must there be to make 1 bu.? If 1 qt. molasses cost 12 cts., what is the cost of  $1\frac{1}{2}$  pt.? A step is 3 ft.; 2 steps are what part of a rod? With  $33\frac{1}{3}\%$  of his money, Robert bought 12 oranges. How many oranges could he have bought with all his money? Charles caught 12 fishes, worth  $4\frac{1}{2}$  cts. each, in four hours; his time was worth 12 cts. an hour; gain or loss and how much?

What is commission? Or, what is an agent or factor? A farmer raised 50 bushels of cranberries and sold 60% of them; how many bushels did he sell? What % of a number is  $\frac{9}{20}$  of it? How many times would a dish holding  $\frac{3}{4}$  of a pint have to be filled, to measure 9 qts.? Find the interest of \$1 for 2 y. 10 mo. at 6%. What would 42 lbs. of butter cost, at  $33\frac{1}{2}$  cts. a lb.? If 5 chairs cost \$80 what will 12 chairs cost? \$9 $\frac{4}{5}$  are how many cents. Or, how many hours from 4 o'clock A.M. to 8 P.M.? Mrs. Allen bought 7 chairs at \$4 apiece, 2 tables at \$9 apiece and a carpet for \$30; she paid two \$50 bills; how much change was due her? Two men, 96 miles apart, travel towards each other, one  $5\frac{1}{2}$  m. an hour, the other  $4\frac{1}{2}$ . In how many hours will they meet? Or, reduce  $\frac{3}{2}$  to lowest terms.

Caterers reckon 4 people to a qt. in supplying ice-cream; how many gallons will supply a party of 64 people? If a boy earns \$4.00 a week, and saves 2% of it, how much will he save in 10 weeks? What is the % of gain when boots which cost \$2.00 a pair, are sold for \$2.50.  $10 + 6 + 9 + 7 + 8 + 4 + 7 + 5 = ?$  A room is 36 ft. long and 30 ft. wide. How many sq. yds. on the floor? How many dollars will it take to give \$0.20 each, to 75 boys? Add  $\frac{1}{2}$  to  $\frac{3}{4}$  and take the sum from 5. 30% of Mr. Brown's money is in the bank and 50% in real estate;

the remainder, \$2,000, is in railroad stocks: how much has he in all? When the tax-rate is \$12 per M., what will Mr. Smith's tax be if he owns \$4,500 worth of property? How much difference between  $\frac{1}{2}$  of 20 and 20 divided by  $\frac{1}{2}$ ?

What is the time from September 17, 1887, to March 8, 1888? What is the interest of \$250 for 2 yrs. at 6%? What is the premium for insuring \$3,600 on my house at  $\frac{3}{4}$ %? A farmer sold 50 sheep, which were  $\frac{2}{3}$  of his flock; how many sheep had he before the sale? 20% of 115 is  $33\frac{1}{2}$  of what number? How many cubic feet are there in two cords of wood? If you walk a mile and a quarter, how many rods do you walk? What is the interest of \$460 for 3 months? What is the time from last Christmas to next Fourth of July? If I pay \$72 for a watch and sell it at a profit of 12 $\frac{1}{2}$ %, what do I receive for it?

Sum of  $18 + 10 - 12 - 16 + 20 + 15 + 9$  divided by 4 = ?  $4\frac{1}{2} + 2\frac{3}{4}$  yds. of cloth at \$4.25 per yd. = ? If you should sell a pile of wood 4 ft. wide, 4 ft. high and 48 ft. long for \$7 a cord what would you receive? Suppose you have  $6\frac{1}{2}$  oranges and divide them among some little boys, giving each  $\frac{1}{4}$  of an orange, how many boys would you make happy? If a boy spent 25 cts. for a knife, 40 cts. for a foot-ball, and 10 cts. for candy, how much change should he receive from having paid a two-dollar bill? 20 qts. of berries at 6 cts. a qt. will pay for how many pounds of butter at 20 cts. per lb.? If it cost \$5 a week to feed and clothe one pupil, how much would it cost to support 600 such pupils one month?

#### MENTAL ARITHMETIC. CLASS IV.

How many oranges at 4 cents each must be given for 12 lemons at 3 cents each? If the interest of \$1 is 6 cents a year, what is the interest of three dollars for two years? If 8 men can do a piece of work in 6 days, in how many days can 4 men do it? A farmer sold two tons of hay at \$20 a ton, and for pay received 8 yards of cloth at \$4 a yard, and the rest in money; how much money did he receive? If three apples cost 6 cents, what will 12 apples cost? If 4 boxes of raisins cost \$7, what will 12 boxes cost? A boy bought 20 peaches at the rate of two for three cents; how many cents did he pay for them? A boy having 12 peaches, kept  $\frac{1}{3}$  of them, and divided the other  $\frac{2}{3}$  equally among 4 companions; how many did he give to each? A boy bought a rabbit for 25 cents and sold him for  $\frac{6}{5}$  of his cost; how many dimes did he sell him for? How many cents did he gain? Reduce  $\frac{1}{3}$  to twelfths. Two men start from the same place and travel the same way; one travels at the rate of three miles an hour, and the other seven; how far apart are they at the end of one hour? How far at the end of seven hours? A boy

having seven melons gave away two of them, and sold the rest for \$1; what did he receive apiece for those he sold? A man having 75 dollars, bought 7 sheep and had \$5 left; what did he pay for each sheep? A boy bought 5 hens at 20 cts. each and paid for them with apples at 10 cts. a dozen; how many dozen did it take? A man had 75 sheep and bought 5 more; he then divided them equally in 8 pens; how many sheep did he put in each pen? A boy had 50 peaches and found 22 more; he then divided all of them equally among 9 boys; how many did he give to each? A man bought 3 barrels of flour for \$21, at what price per barrel must he sell it to gain \$6 on the lot? A boy bought 8 oranges at 3 cents apiece and sold them all for 40 cents; how much did he gain by the bargain? Reduce  $\frac{4}{6}$  to its lowest terms. Reduce  $\frac{9}{8}$  to its lowest terms.

James divided a peck of nuts equally among 16 boys; how many pints did each boy receive? Bought  $2\frac{1}{2}$  lbs. of sugar at one store and  $3\frac{1}{4}$  lbs. at another; how many pounds did I buy in all? If Maria spends  $\frac{3}{4}$  of a dollar in how many days will she spend \$9? At 16 $\frac{2}{3}$  cts. a yd., what will 12 yds. of ribbon cost? If  $\frac{7}{8}$  of a load of hay is worth \$42, what will two loads be worth?  $2\frac{3}{4} \times 1\frac{1}{2} = ?$   $\$2\frac{3}{4} \div 1\frac{1}{2} = ?$   $\frac{3}{4}$  of my money equals 25 cts.; what is  $\frac{1}{2}$  of it? Reduce  $\frac{1}{8}$  to lowest terms. Reduce  $\frac{3}{4}$  to a decimal. What is the Least Common Multiple of 12, 15, 20? If I have  $21\frac{3}{4}$  bbls. of flour to donate, to how many poor families can I give  $\frac{1}{4}$  of a bbl each? John has  $16\frac{1}{2}$  peaches and Henry has  $14\frac{1}{5}$ ; how many peaches have both? A man owns  $2\frac{1}{2}$  acres of land; if he sells  $\frac{1}{4}$  of it, what part of an acre does he sell? Least Common Multiple of 8, 12, 24. Dictate:  $(\frac{3}{4} \text{ of } 20) + (\frac{1}{2} \text{ of } 8) \times 2 + 7 \div 9 \times 13 =$  how many times 8? Divide 6 by .03. If the product of factors is 84 and two of them are 4 and 3, what is the third? If 5 men can do a piece of work in 12 days, in how many days can 3 men do twice as much work? John lost  $\frac{1}{4}$  of his money and has 36 cts. left; how much had he at first?

A man sells  $\frac{1}{3}$  of his flock of sheep and has 25 sheep left, how large was his flock? I had 40 bu. of wheat and sold  $\frac{2}{3}$  of it; how many bu. did I sell? If 3 lemons cost ten cts., how many lemons can I buy for a dollar? If 5 doz. and 4 oranges cost 64 cts., how much does one orange cost? At 80 cts. a lb., what does 4 oz. of tea cost? Mary ate  $\frac{1}{4}$  of a pie, and John  $\frac{2}{8}$  of it; they gave  $\frac{2}{8}$  of it to the dog; how much was left? If every step measures a foot and  $\frac{2}{3}$ , how many feet do I pass over in ten steps? If I have 12 yards of ribbon, to how many girls can I give  $\frac{3}{4}$  of a yard? If a table is 3 yds. long and 2 yds. wide, how many sq. ft. in it?  $2 + 7 + 4 + 3 \div 8 \times 50 - 25 = ?$

At 6 cts. a qt. what cost 10 qts. 1 pt. of milk?  $\$2 + \$3 = ?$  A boy lives  $10\frac{1}{2}$  rds. from his school; how far does he walk in a day of two sessions to attend school? Eggs are worth 18 cts. a doz.; what cost two doz. and 6 eggs?

What cost a qt. of molasses at the rate of 60 cts. a gal.?  $\frac{1}{2}$  of 14 is  $\frac{1}{6}$  of what number?  $\frac{2}{3}$  of a ton of hay is worth \$10; what is 1 ton worth? I bought a doz. of oranges at the rate of 4 for 3 cts., and sold them at the rate of 3 for 4 cts.; how much did I make? How long would it take 3 men to cut a cord of wood if 4 men can cut a cord in 5 days? If 4 oranges cost 10 cts., what cost 10 oranges?

Which is the larger fraction  $\frac{1}{2}$  or  $\frac{5}{8}$ ? How much? If you had  $3\frac{1}{2}$  oranges to divide among your friends giving each  $\frac{1}{4}$  of an orange, to how many friends would you give? How much less than a unit is  $\frac{1}{2} + \frac{1}{3}$ ? If it be three inches around your thumb, twice as much around your wrist, twice as much around your neck as around your wrist, and twice as much more around your waist, how much does your waist measure? John sold 24 tops at the rate of 3 tops for ten cts., and with the money bought pictures at 8 cts. each; how many pictures did he buy? (Read this as many times as needed.)

Write the prime factors of 78. Greatest Common Divisor of 66, 84? Least Common Multiple of 8, 10, 12? Reduce to lowest terms  $\frac{96}{160}$ . Change to a mixed number  $\frac{31}{8}$ . Change to an improper fraction  $25\frac{5}{9}$ . 84 is  $\frac{7}{9}$  of what number?  $\frac{2}{3} \times \frac{1}{4} = ?$  At  $\frac{5}{6}$  of a dollar apiece, what will 11 chairs cost? How many books at \$2 $\frac{1}{2}$  apiece, can be bought for \$14?

A lady went shopping with \$10; she bought 8 yds. cloth at 75 cts. per yd., a pair of shoes for \$2.50 and a book for \$1.00; how much money had she left? If during the two months of vacation, July and August, you should spend ten cents every day for horse car fare, how much would you spend during the vacation? A stick is  $\frac{2}{3}$  under water and 3 ft. above the water; how long is the stick? If a room is 12 ft. long and 16 ft. wide, how many sq. yds. in the floor of the room. How many cu. ft. in a block 4 ft. long, 3 ft. wide, and 2 ft. thick? If the school-yard is 200 ft. square what will it cost to fence it at 50 cts. a foot? At sight — example on black board — answer only to be written:  $84.267 \times 1000 \div 100 = ?$   $4 + 6 - 2 + 5 \times 6 = ?$  \$9 )\$108( Dictate 15 amounts in dollars and cents for addition.

A man who owned  $\frac{5}{8}$  of a ship sold  $\frac{3}{4}$  of his share; what part of the whole ship did he sell? If you should spend  $\frac{1}{4}$  of time in school,  $\frac{1}{4}$  in practising music, and  $\frac{1}{8}$  in sewing, what part of your time would you spend in all? William has \$0.45 in his pocket which is  $\frac{5}{8}$  as much as he has in his money box; how much has he in his money box? One field contains  $\frac{1}{12}$  of an acre of land and a second contains  $\frac{1}{4}$  of an acre; how much larger is the first field than the second? How many sq. ft. in the top of a box 2 yds. 2 ft. long and  $5\frac{1}{2}$  wide? At \$ $\frac{3}{5}$  a bushel how many bushels of oats can be bought for \$10? How many pounds of cheese at  $\frac{1}{2}$  of a dollar a pound can be bought for  $\frac{3}{4}$  of a dollar? A

boy received  $\$8\frac{2}{5}$  for 6 days work; how much was that a day? How many rods would you have to walk in travelling once around a square field measuring  $5\frac{1}{2}$  rds on a side? What is  $\frac{5}{7}$  of 84? Divide  $\frac{1}{2}$  by  $\frac{1}{2}$ . Multiply .2 by .02 Sum of  $\frac{1}{2}$  and  $\frac{1}{3}$ ? How many feet in ten rods?  $3 \times 4 \div 6 - 2 \times 5 + 2 \div \frac{1}{2} = ?$  Cost of  $1\frac{3}{4}$  yds. of ribbon at 20 cts. a yard? What is  $\frac{1}{2}$  of  $\frac{3}{4}$ ? Least Common Multiple of 8 and 12. Cost of 6 lbs. of beef at  $12\frac{1}{2}$  cts. a pound?

What part of a day is  $\frac{2}{15}$  of a week? What will 8 oz. of candy cost at  $\$0.02\frac{1}{2}$  per oz.? 18 is  $\frac{3}{7}$  of  $\frac{7}{9}$  of what number? 14 is  $\frac{2}{7}$  of how many fifths of 35?  $196.071 \times 100 = ?$  How many times is  $\frac{1}{5}$  contained in  $2\frac{1}{4}$ ? At 6 dimes a gallon what cost  $5\frac{1}{2}$  qts. of molasses? Sold a horse for  $\$250.00$  which was  $\frac{5}{8}$  of what it cost. What did it cost? If one man can do a piece of work  $11\frac{1}{2}$  days, in what time can 12 men do it?  $6 + 4 \div 2 + 7\frac{1}{4} + 3\frac{1}{2} + 8 \div 8 - 5 \times 11 + 3 \div 7 = ?$

#### MENTAL ARITHMETIC. CLASS V.

At 8 cts. a pound how many pounds can be bought for 74 cts. A boy had 52 apples and found 8 more, he then divided all he had equally among 4 schoolmates. How many did he give each? A girl having a half dollar, a quarter of a dollar, and a ten cent piece, spent 15 cts. for a book. How much money had she then? If a man is 50 years old now, how old was he 22 years ago? Mary works 4 hours and 40 minutes and Nellie works 2 hours and 20 minutes; how many hours did they both work? How many days in the summer months, June, July, and August? At the rate of 2 apples for 3 cents or  $\frac{2}{3}$  of a cent apiece, what will 12 apples cost? If you can buy 11 peanuts for a cent, what will 100 peanuts cost? If you can buy 11 peanuts for a cent how many peanuts can you buy for 100 cents? If it takes you four years more to go through this school and three years to go through the high school, how old will you be when you graduate from the high school.

A bushel of nuts was sold for 5 cts. a quart; how much money did it bring? If you give a boy  $\$10$  how many mills do you give him? John had 40 cts. After earning 24 more, he spent his money for marbles at 4 cts. each; how many did he buy? If 2 qts. of milk are used in the family every day, how many pints will be used in fourteen days? How many times will the long hand of a clock turn around in 1 day and 12 hours? A boy bought  $3\frac{1}{2}$  lbs. of butter for his mother; how many ounces did he buy? How much more is  $\frac{3}{4}$  of 80 cts. than  $\frac{2}{5}$  of 75 cts.? If it takes  $\frac{1}{4}$  of a yd. of cloth to make a cap, how many caps can you make out of five yards of cloth? Charles picked  $\frac{1}{2}$  a pk. of berries, William  $\frac{1}{3}$  of a peck and Alfred  $\frac{1}{6}$  of a peck. How many did they all

pick? James worked  $\frac{3}{4}$  of a day for Mr. Smith, and  $\frac{1}{2}$  a day for Mr. Clarke. How many days did he work in all? If  $\frac{1}{3}$  of a yd. of muslin be cut from  $\frac{3}{4}$  of a yd. how much will remain? What cost 8 yds. of cloth at  $\$1\frac{1}{2}$  a yd.?  $5\frac{1}{4}$  acres of land were given some boys to plant, each boy having  $\frac{1}{4}$  an acre. To how many boys was the land given? At  $\frac{1}{2}$  a dollar a day for board, how many days board can you get for  $\$7\frac{1}{2}$ ? At 3 cts. a pt. what will a gal. of milk cost? How many qts. in a bushel? George was sent to the store with 50 cts. He bought 6 lbs. of rhubarb at 2 cts. a pound and two bunches of radishes at 5 cts. a bunch. How much money had he left? If 3 yds. of cloth cost 60 cts. what will  $\frac{1}{2}$  a yard cost? If I pay 30 cts. for 10 qts. of apples what must I pay for a peck? What will a gallon and a quart of cream cost at 50 cts. a quart? If  $\frac{3}{8}$  of a yd. of cloth cost 6 cts. how much cloth can be bought for 40 cts. If 9 lbs. of cheese cost  $\$1.08$  what will 7 lbs. cost? Give the Least Common Multiple of 5, 6, and 3? An hour and a quarter is how many minutes? I divided  $1\frac{1}{4}$  lbs. of candy equally among 5 boys, how many ounces did each receive? Bought a hundred weight of sugar for  $\$6.75$ ; how much was that a pound. If 6 oranges cost 15 cts. how much will 8 cost?

What will  $2\frac{1}{2}$  gals. of oil cost at  $\$.12$  a gallon?  $1\frac{1}{2}$  pecks of peanuts cost  $\$.48$  what will one qt. cost? A boy spent  $\$.09$ ; this was  $\frac{1}{4}$  of his money; how much money had he? Two boys walked in opposite directions; one walked 5 miles an hour, the other 4 miles an hour; how far apart were they in six hours? A boy earns  $\$.50$  a day; how much will he earn in a week? I paid  $\$.02$  an oz. for two pounds of tea. What did it cost? 12 shawls cost  $\$144$ , what will 8 cost? John bought 2 pounds of sugar at  $\$.09$  a lb., a lb. of butter for  $\$.30$ . How much change will he have out of  $\frac{1}{2}$  a dollar? A man uses 3 oz. of coffee a day. How many lbs. and oz. does he use in a week? What will  $\frac{3}{4}$  of a dozen of oranges cost at  $\$.40$  a dozen?

$29 + 18 + 30 + 9 + 8 + 7 = ?$  If 7 yds. cloth cost 84 cts., how many yds. can be bought for  $\$1$ ? If 3 lbs. of coffee cost 60 cts., what cost  $\frac{3}{4}$  lb.? If 6 lbs. sugar cost 50 cts. what would 2 lbs. cost? If  $\frac{2}{3}$  of an acre of land cost  $\$10$ , what would be the price of 2 acres? If 6 lbs. of cheese cost 72 cts., how much cheese can be bought for 4 cts.? Bought half a ton of sugar for  $\$62.50$ . How much was that a lb.? If 12 pks. of berries cost 60 cts. what would three qts. cost? I divided  $1\frac{1}{4}$  lbs. of candy among four boys. How many oz. did each have? Bought 5 yds. of ribbon at 16 cts. and 3 yds. of linen at 25 cts. and gave a two-dollar bill; what was my change?

How many lbs. of sugar at 8 cts. a lb. can you buy with 4 doz. eggs at 20 cts. a dozen? If 4 yds. of cloth cost  $\$12$ , what will 8 yds. cost? If  $\frac{1}{3}$  of a yd. of cloth cost  $\$4$ , what is that a yard? If you should re-

ceive 15 cts. at one time, 26 cts. at another time, and 14 cts. at another time, how many cts. would you receive in all? If you had  $\frac{3}{4}$  of a dollar and should buy a pound of soda for 8 cts. and a pound of tea for 45 cts., how many cts. would you have left? If 3 horses eat 8 bushels of oats in two weeks, how long would it take them to eat 16 bushels? Bought 8 firkins of butter for \$72, and gave six of them for 7 yds. of cloth; what was a yd. of the cloth worth? If you buy 6 yds. of tape at 7 cts. a yd., and 4 yds. of silk at 7 dollars a yd., what will you give for both tape and silk?  $\frac{1}{2}$  of 22 is how many times 4? Add these numbers: 12, 15, 9, 13, 11, 7, and 24.

24 sheets of paper make one quire; how many sheets are there in 10 quires? 8 times 3 are how many times 6? Bought a horse for \$45, and a saddle for \$35, and then sold them gaining \$20; for how much were they sold? Paid \$10 for 3 yards of cloth and then sold it at \$5 a yard; how much did I gain? \$6 is  $\frac{3}{4}$  of how many dollars? Henry had 25 cents and earned  $\$ \frac{1}{2}$ ; what part of a dollar did he then have? Charles began work at 2.45 P.M. and stopped at 5.15 P.M.; how long did he work? Edgar earned \$2 $\frac{3}{4}$  one week, and \$2 $\frac{1}{2}$  the next week; how much did he earn in both weeks? A man bought a gallon of milk for 24 cts. and sold it at 4 cts. a pint; how much did he make on the gallon? How many acres of land at \$25 an acre can be bought for \$250?

Give the cost of 7 bbls. of flour, if 2 bbls. cost \$12. A boy earned at one time \$0.15 and at another \$0.26; what did he earn in all? What cost  $\frac{1}{5}$  of a bbl., if a bbl. cost \$10? John had \$0.30; he gave  $\frac{1}{2}$  of it to his brother, and  $\frac{1}{4}$  of it to his sister; how much had he left? At \$1 a bushel what will  $\frac{1}{2}$  peck cost? If 1 quart cost 5 cts., what will 5 gal. cost? There are 16 rooms in a building with 50 desks to a room. How many desks in all? At \$10 a ton what will be the cost of 1,000 lbs.? I can buy 3 oranges for five cts.; how many can I buy for 20 cts.? I went to the store with \$1; I spent  $\$ \frac{1}{2}$  for one article,  $\$ \frac{1}{4}$  for another, and a dime and a nickel for another; how much change had I?

#### MENTAL ARITHMETIC. CLASS VI.

$27 + 15 + 18 + 25 + 9 = ?$  If 7 yds. cloth cost 84 cts., what will 9 yds. cost? If 9 lbs. sugar cost 63 cts., how many can be bought for 40 cts.? If 3 lbs. coffee cost 60 cts., what cost  $\frac{3}{4}$  of a lb.? If 4 lbs. cheese cost 36 cts., how much cheese can be bought for 3 cts.? What cost a pint of vinegar at 30 cts. a gallon? What cost a peck of berries at 12 cts. a qt.? If 2 bu. sand cost 40 cts., what would 3 pecks cost? James had a half dollar to spend; he bought 14 cts. worth of candy and spent the rest of his money for oranges at 4 cts. each; how many oranges did

he buy? Bought 12 yds. ribbon at 5 cts., and 5 yds. of cloth at 10 cts., and gave the store-keeper a dollar and half; how much change did I get back?

How many qts. in 8 gallons of vinegar? How many weeks in 2 years? At 15 cts. a pound, what cost 4 lbs. of rice? A lady bought 7 lbs. of rice at 12 cts. a pound, and paid for it with a \$1 bill; how much money did she receive in change? How many are  $7 \times 8 + 4 \div 12 \times 5 + 5 =$ ? In one box are 76 oranges, and in another 21; how many in both boxes? How many spools of cotton at 5 cts. a spool can be bought for \$1? If 9 boxes of soap cost \$1 08, what is the cost of one box? One boy has 75 marbles, another 20, and another 5, how many have they all?  $4 + 6 + 7 + 8 \div 5 \times 6 + 3 \div 11 =$ ?

If a boy has a dollar how many days will it last him if he spends two dimes a day? John goes to the store with half a dollar; he buys 4 lbs. of sugar at \$.08 a lb.; what change does he receive? How much will you have to pay for two gallons of milk at \$.07 a quart? If a horse eats 4 qts. of oats a day, how long will  $\frac{1}{2}$  a bu. last him? What will you pay for a peck of potatoes if you pay \$.80 a bushel? What will 10 yds. of cloth cost at  $8\frac{1}{2}$  cts a yard? It is 15 miles from Boston to Salem. If it takes a man 2 hrs. to drive that distance, how many miles will he go in one hour? A man paid one dollar for a bag of peanuts containing 3 pks. He sold them at \$.10 a quart; how much did he gain? If you pay \$.25 cts. for a dozen oranges and sell them at \$.04 a piece, how much do you gain? What will you pay for  $2\frac{1}{2}$  pounds of cheese at \$.12 a pound?

If two qts. of milk are used in a family every day, how many pints will be used in 14 days? John had 40 cts.; after earning 24 more, he spent his money for marbles at 8 cts. each; how many did he buy? Take \$8.25 from \$12.75, how many quarters are there in the difference? One half of our books are in the case; we have in all 184 books; one half of the remainder are on the table; how many are on the table? How many ten cent pieces can one get for \$5.00? How many quarters? A bushel of nuts was sold for 5 cents a quart; how much money did it bring?

Add 4, 6, 7, 8, 5, 6, 10. Add 20, 15, 10, 5, 50. One half of 20 plus one third of 30 equals what? How many pencils at 4 cts. each would 40 cts. buy? If three knives cost 45 cts. each, what is the cost of all? If one fish cost 25 cents, how much would  $2\frac{1}{2}$  fishes cost?

John is going a journey of 100 miles; if he travels  $\frac{3}{4}$  of the distance in the cars and the rest in a coach, how many miles will he travel in the coach? If a boat sails at the rate of four miles an hour, how many hours will it take to sail 20 miles? Book, 75 cts.; pencil, 8 cts.; slate, 15 cts. =? Hat for \$2.25, change out of \$5.50 =? 20 boxes of berries at

15 cts. = ? How many bananas at 6 cts. for \$1.00? How many cents over? If a quart of milk is worth 7 cts. what is the value of two gallons? If a quart of berries cost 12 cts., what will a peck cost? How many qts. in  $\frac{1}{2}$  bushel? 2 qts. what part of a peck?

If one pint of oil cost 8 cents, what will two qts. cost? If you give 24 cents for one thing, and 19 cents for another, what will both things cost? If you had \$27 how much cloth could you buy at \$7 a yard? 86 is how many times 9? How much is  $\frac{3}{4}$  of 15 cents? If a yard of cloth cost \$4, what will 5 yards and  $\frac{3}{4}$  of a yard cost? For two dozen eggs at 20 cts. a dozen, how many oranges can you buy at 4 cents each? A man bought 30 apples at the rate of 3 for 5 cents. How much did he give for them? If 6 apples cost 14 cents, what will 3 apples cost? Add these numbers: 5, 9, 4, 7, 8, 6, 4, 5, 9, 2, 6, 5, 4, 6, 7, 9, 4, 5, 7, and 9.

How many times must I fill my glass which holds  $\frac{1}{2}$  a pint to fill my pitcher which holds a gallon? There are 110 words arranged in columns on a page. If there are 11 words in each column, how many columns are there? Julia has 64 words in her examination; she misspelled  $\frac{2}{5}$  of them; how many were wrong? I have a gross of tacks; how many dozen tacks have I?  $20 - 5 \div 3 \times 12 + 4 \div 8 \times 2 - 7 + 2 = ?$  I have 12 dozen oranges, how many have I? Bought 3 lbs. of raisins worth 12 cts. a pound; 2 doz. bananas at 25 cts.; I gave the man a dollar bill; what did he give back? James bought a dozen pencils at 3 cents each, and  $\frac{1}{2}$  dozen rules at 5 cts. each; what did he pay for all? Mr. Dodd earns \$14 a week; how much has he at the end of a month? How many hours are there in a week?

At 8 cts. a yard, how many yards of ribbon can I buy for 50 cts.? How many tens are there in 100? How many tenths are there in 100? If I pay 6 cts. a dozen for apples, how much does each apple cost? If 18 books cost \$36, how much will 20 cost? If it takes 2 men 6 days to dig a ditch, how long will it take one man? If 9 yards of cloth cost 63 cts., how much will 8 cost? If John earned 16 cts. Monday, 9 cts. Tuesday, 20 cts. Wednesday, 15 cts. Thursday, 8 cts. Friday, and 12 cts. Saturday; how much did he earn in the whole week? If a yard of cloth cost 12 cts., how many yards can be bought for \$1.00? If 7 lbs. of cheese cost 84 cts., how many can be bought for 72 cts.? If a gallon of milk cost 32 cts., what will a pint cost?

How many inches are marked on a yard measure? How many cents must be added to 21 cts. to make 39 cts.? What will 3 bushels of sand, at 4 cts. a peck, cost? If it takes a quarter of a yard of ribbon to make a bow, how many bows could you make if you had a yard of ribbon? Walter has 43 apples. If he should give 8 boys 5 apples apiece, how many apples would he have left? Mrs. Hall divided 84 oranges among

12 girls; how many oranges did each girl receive? Annie spent 35 days in the country; how many weeks was she there? How many bananas in a dozen and a half? Either: How many hours from ten A.M. to 10 P.M.? or, a cent is what part of a dime? \$11 and \$8 are how many dollars?

### WRITTEN ARITHMETIC. CLASS II.

Find the int. of \$67.90 from June 24, 1871, to April 1, 1874, at  $5\frac{1}{2}\%$ ?  
Find the amt. of \$389.75 from May 27, 1881, to Feb. 12, 1885, at  $8\%$ ?

\$3,750.

Boston, May 23, 1888.

Ninety days from date I promise to pay Geo. Baker, or order, Three Thousand Seven Hundred Fifty Dollars. Value Received.

JAS. DONOVAN.

Find the avails of the above note, if discounted at  $7\%$ . If a man owning  $45\%$  of a steamboat, sells one sixth of his share for \$5,860, what is the value of the whole boat? A farmer having 6 bu. 8 qt. of cranberries lost by decay 7 pk. 7 qt.; what  $\%$  had he left? A merchant bought 48 bales of cotton, and then sold the lot for \$2,008 80, losing  $7\%$ ; what was the cost per bale? Sold tea for  $114\%$  of its cost, and made a profit of 7 cts. a lb.; find selling price? In  $\frac{2}{3}$  of an acre of land how many building lots each 60 ft. by 121? Mrs. Stetson owned three pieces of land containing  $5\frac{1}{2}$  acres,  $6\frac{7}{4}$  acres and  $10\frac{1}{2}$  acres; she gave to her son  $11\frac{1}{2}$  acres; how many acres had she left? If 57.6 bbl. of flour cost \$266.40, how much will 97.8 bbl. cost at the same rate?

What is the cost of sawing a pile of wood 20 ft. long, 4 ft. wide and six feet high at \$1.20 a cord? What is the balance of a bill of \$64.50 after two deductions have been made; the first  $20\%$  on the \$64.50, the other  $5\%$  on what remained? After increasing the wages of his workmen  $33\frac{1}{3}\%$ , a manufacturer paid them \$2.00 a day; what did he pay them before? What should a bookseller charge for a book for which he paid at the rate of \$54 a dozen, that he may make  $20\%$  on the cost? What is the per cent. profit or loss when a hundred logs which cost \$65.00 a hundred are sold at 78 cents each? I bought a store for a certain sum, and after paying a tax of  $2\frac{1}{2}\%$  on the cost, and  $\frac{1}{2}\%$  more for insurance, I sold it for \$7,828, which exactly covered the cost, tax, and insurance; what was the cost? Find the interest of \$2,500 for 2 yrs. 3m. 7d. at  $7\frac{1}{2}\%$ ? Find the bank discount and proceeds of a 4 months' note for \$450.00 dated, June 10, 1889, and discounted July 25, at  $7\%$ . For what sum must a 90 days note be drawn so that when it is discounted at a bank at  $6\%$  the proceeds shall be \$886.05? I send to my

agent \$4,488.75, of which he is to lay out what he can in land at \$15.00 an acre, after deducting his commission of 5%; how many acres can he buy and what is his commission?

A town's valuation is \$2,500,000, the tax to be raised is \$7,250. There are 500 polls, each taxed \$2. What is my tax if I have \$2,500 worth of property? Bought 10 shares of stock at par, and sold them to A at 90. A sold them to B at par. What % did A gain on his investment? John Johnston of Vermont sold to Smith Bros. of Boston, to be sold on commission, the following goods: 25 tons of hay, 2 tons of butter, 1,500 lbs. of maple sugar, 75 gallons maple syrup; Smith Bros. sell the hay at \$18 a ton, the butter at 20 cts. a lb., the sugar at 7 cts. a pound, the syrup at 90 cts. a gall. Smith Bros. charge 2% commission. How much do they send to John Johnston? How much will a granite block weigh which is 7 ft. long, 2 ft. 6 in. wide, 3 ft. 4 in. high? 12 cubic ft. of granite weigh a ton. What is the duty on 100 watches worth \$100 apiece on which there is a specific duty of \$10 each, and an ad valorem duty of 50%? Paid \$25 for an insurance policy on my house. If the rate is  $\frac{3}{4}\%$ , for how much is my house insured? Interest of \$796.28 from Jan. 7, 1880, to July 28, 1883? Amount of \$396.80 from July 25, 1883, to Jan. 5, 1885, at  $7\frac{1}{2}\%$ . A note for \$600, dated March 1, 1885. Indorsed, May 1, 1886, \$290.00; June 16, 1887, \$80.00; March 1, 1889, \$127. How much is due to-day?

Some men mowed  $16\frac{1}{4}$  acres of grass in  $7\frac{1}{2}$  days. At the same rate, how many acres could they mow in  $9\frac{3}{4}$  days? A man spent  $\frac{8}{21}$  and invested in his business  $\frac{4}{15}$  of his income. He deposited the remainder, \$1,850, in a bank. What was his income? Mr. Smith's annual income is \$2,500. He pays \$37 $\frac{1}{2}$  a month for rent. What per cent. of his income does he pay for rent? Find the proceeds of the following note discounted at a bank on March 15, 1890, at 8%:

BOSTON, Jan. 1, 1890.

Three months after date, I promise to pay to J. Smith, or order, Eighteen Hundred dollars for value received.

C. BROWN.

Sold a horse for \$322, and thereby lost 8%. What should I have sold it for to gain 15%? Bought a horse for \$340; paid \$60 for keeping him, and then sold him for \$540. What per cent. was gained? My agent collected 80 per cent. of a debt of \$4,500, and charged  $7\frac{1}{2}$  per cent. commission. What amount should he pay me? Change  $\frac{9}{25}$  and  $\frac{13}{65}$  to decimals and add them. Divide six hundredths by two ten thousandths, and multiply the quotient by four millionths. When 10.25 bushels of wheat cost \$12.71 what will  $7\frac{1}{2}$  bushels cost?

John bought  $12\frac{1}{2}$  lbs. of sugar at  $8\frac{1}{2}$  c. a pound, spending 25% of his

money. How much had he at first? Lucy's hoop was 9 feet in circumference. How many yards would it travel in making 48 revolutions? Mr. Jones paid \$15.12 for the use of a sum of money for 1 yr. 6 mo. at  $5\frac{1}{10}\%$ . What was the sum? Find the interest on \$867.15 for 3 yr. 7 mo. 17 da. at  $4\frac{1}{10}\%$ . What were the proceeds on a note for \$725.14, due July 7, 1890, discounted at a bank today, at 8%? How many more pounds of sugar can be bought for \$1.00 when sugar is 6 c. a pound, than when it has advanced  $20\%$  on that price? After Mr. Jones had spent  $18\frac{1}{10}\%$  of his money, he found that he then had enough to buy 80 lbs. of rice at  $6\frac{1}{2}$  c. a pound. How much could he have bought with the whole of his money? Bought 1 pk. 2 qts. 1 pt. of berries for \$23. At what price per quart must they be sold to gain  $12\frac{1}{2}\%$ ? I bought  $\frac{3}{4}$  of an acre of land for \$480 and sold it at a gain of  $12\frac{1}{2}\%$ . What did I receive by the sq. ft.?

\$720 $\frac{100}{100}$

MAY 6, 1888.

For value received I promise to pay John Jones, or order, Seven Hundred Twenty Dollars (\$720 $\frac{100}{100}$ ), on demand, with interest at  $5\%$ .

WILLIAM DOOLITTLE.

On this note the following payments were made: Sept. 11, 1888, \$50; Apr. 5, 1889, \$100; May 22, 1890, the note was paid in full. What was due?

A coal dealer bought 350 tons of coal weighing 2240 pounds each at \$3.50 a ton. He sold the coal at \$4.25 a ton, each ton weighing 2000 pounds. What was his profit? A man paid \$5085 for his house, and  $\frac{3}{5}$  as much for the lot. The cost of both amounted to  $\frac{2}{3}$  of all his money. How much had he? A man sold 60 bushels of wheat at \$1.50 a bushel, losing 20 per cent. How much did the wheat cost him per bushel? Bought 28500 pounds of hay at \$12 $\frac{1}{2}$  a ton and sold it at \$0.87 $\frac{1}{2}$  per hundred weight. What was the gain? Mrs. Burns buys 40 yards of carpet  $\frac{3}{4}$  of a yard wide. She uses  $10\%$  of it for a rug, and the remainder to carpet a floor. How many square yards does she use for the floor? Mr. Burns sold his carriage for \$224, which was  $\frac{7}{8}$  of its cost. What per cent. would he have gained if he had sold it for \$210. A farmer bought 6 cows through an agent. He sent \$525.30 to pay for the cows and a commission of  $3\frac{1}{10}\%$ . How much did each cow cost? What are the avails of a note of \$600, dated May 16, 1890 to run 90 days and discounted to-day at the Rockland National Bank rate of discount being  $6\%$ ? On the 10th day of Nov. 1889, you lend Wm. Rogers \$864.50; how much does he owe you to-day, the rate of interest being  $4\frac{1}{2}\%$ ? I sold a carriage for \$300, which was six-fifths of the cost. What per cent. did I make? Write out the analysis.

What is the difference between four thousand nine and seven hundred eighty-six ten thousandths; and four hundred thousand nine and

seven hundred eighty-six millionths? If  $\frac{5}{7}$  of a lb. of coffee costs  $\$ \frac{3}{8}$ , what will 1 lb. cost? Discover a fraction which multiplied by  $\frac{4}{5}$  equals  $\frac{2}{3}$ .

\$8000.

ROXBURY, June 2, 1888.

For value received I promise to pay W. M. Smith or order Eight Thousand Dollars on demand with interest.

ROBERT MASON.

Payments: Sept. 4, 1888, \$300; Oct. 9, 1888, \$1400; Feb. 10, 1889, \$500. What was due May 2, 1889 @ 6%? A man bought wheat for \$10867, and sold it at a gain of  $4\frac{1}{2}\%$ . What did he receive for it? A box is 10 ft. long, 5 ft. wide and 4 ft. high. How many yards of carpeting one yard wide will it take to cover the box on all sides? What number diminished by 5% of itself equals \$6.65? What are the proceeds of a note of \$500 dated Dec. 15, 1890, payable Feb. 8, 1891, discounted at 8%? A lawyer collected 65% of a note of \$950 and charged 64% commission. What was his commission?

Divide three million by six thousand and multiply the quotient by .024. What will be a broker's commission @  $2\frac{1}{8}\%$  for selling a farm of 673 acres @ \$52 per acre? How many square feet in a mat  $8\frac{3}{4}$  ft. long and  $7\frac{1}{2}$  ft. wide? A field contains  $199\frac{1}{2}$  sq. rds. If it is  $18\frac{3}{4}$  rods long, how wide is it? A man agrees to dig a cellar 30 ft. long, 24 ft. wide and 6 ft. deep; what % of the work has he done when he has dug out 16 cu. yds? How much must I have invested @ 5% that my income may be \$2280 per year? A note for \$1750 with interest at 5% is given May 10, 1887. How much money would pay it to-day June 20, 1890? What should I get June 10 for a note for \$375 due in 90 days, dated May 5 and discounted at 6%? Principal \$425 at 4%; Date: April 1, 1883: Payments: June 19, 1884, \$60; Oct. 28, 1884, \$125. What was due Feb. 12, 1885?

The sum of two numbers is  $4\frac{1}{5}$ , and their difference  $\frac{4}{5}$ , what are the numbers?  $3785 \times .003 = ?$   $.0015 \div .05 = ?$  What will it cost to fill in a street 55 feet wide, 600 feet long, and  $5\frac{1}{2}$  feet below grade, at 40 cents a cubic yard? If a man walks  $9\frac{1}{2}$  miles in  $2\frac{1}{3}$  hours, how far will he walk in  $4\frac{3}{4}$  hours? How much sugar can be bought at 8 cents a pound, for \$2523.40, after deducting a commission of  $1\frac{3}{4}\%$ ? What % of  $\frac{1}{2}$  of  $\frac{5}{4}$  of  $\frac{8}{9}$  is  $\frac{1}{3}$ ? I have a gold watch to sell; one man offers \$220, payable in 2 years, and another offers \$200 cash. Which is the better offer, and how much? Which is the better investment, and how much, at 5% stock at 12% discount, or at 7% stock at 3% premium? If I make  $16\frac{2}{3}\%$  by selling sugar at 14 cents a pound, for what must I sell it to make 25%? I gave my note January 1, 1877, for \$387.20, with interest at 7%, what shall I pay to discharge the note October 20, 1877?

A merchant sold 87 cases of shoes, 12 prs. to the case, for \$2,479.50,

what was that a pair? If 576 bbls. of flour cost \$2,664, what will 978 bbls. cost at the same rate? Find the cost of the following: 36 rolls of paper at  $33\frac{1}{2}$  cts.; 64 yds. matting at  $37\frac{1}{2}$  cts.;  $97\frac{3}{4}$  yds. carpeting at \$1.68; 7 window-shades at 1.17; 7 curtains at \$16.50; 10 chairs at \$4.75; and  $5\frac{1}{2}$  day's work at \$2.75 a day. Proceeds of the following note discounted at a bank Aug. 27, 1887, at  $3\frac{9}{10}\%$ :

\$6850.

Boston, July 19, '87.

Sixty days after date I promise to pay John Adams, or order, six thousand eight hundred and fifty dollars, value received.

JAMES JONES.

What will it cost to plaster the four walls and ceiling of a room 18 ft. long, 12 ft. wide, and 9 ft. high at 40 cts. per square yard? How many cords of wood would the above room contain if completely filled? Two men each sold his horse for \$180. One made  $20\%$ , the other lost  $20\%$  on the cost. Cost of each horse? Cost of 12 shares of R.R. stock at  $8\%$  above par? Interest of \$650 from Jan. 15, 1889, to June 2, 1891, at  $8\%$ ?

\$1,000.

Boston, Apr.

For value received, on demand, I promise to pay John Jones, or order, one thousand dollars.

WILLIAM SMITH.

Indorsements: Oct. 15, 1880, \$10; April 15, 1881, \$90; April 15, 1882, \$100. What is due Oct. 15, 1883?

A note was given for \$1,550 Sept. 18, 1885, payable on demand with interest at  $6\%$ . On this note were the following indorsements: March 24, 1886, \$520. December 3, 1886, \$122.70; what will be due May 9, 1887? What must be the face of a note given for 125 days, to obtain \$1,244 from a bank, discount being at  $8\%$ ? Find the commission and net proceeds of the sale of 2750 lbs. of leather at 30 cts. a pound, commission being  $3\frac{1}{2}$  per cent.? If I lose  $33\frac{1}{3}\%$  by selling goods for \$360, for what should they have been sold to gain  $20\%$ ? The premium for insuring a lot of flour was \$135; the rate of insurance was  $14\%$ ; what was the amount insured? A man bought 672 yards of cloth at \$1.25 a yard; he sold it immediately for \$2.25 a yard, receiving in payment a 60 days' note for the amount which he had discounted at a bank at  $7\%$ ; how much money did he make? I sold 80 yards of broadcloth for \$240, thereby losing  $20\%$  on the cost; for what should I have sold it per yard, to have gained  $15\%$  on the cost? Sent a broker \$469.40 to invest in cotton worth 28 cts. a pound, first deducting his commission of  $2\frac{1}{10}\%$ ; how many pounds did he buy, and what was his commission? Find the face of a three months' note discounted at  $6\frac{1}{2}\%$  to yield \$856? A man

bought 60 casks of 65 gallons each for \$1542; 80 gallons leaked out; for what must he sell the remainder per gallon, to gain  $12\frac{1}{2}\%$  on the cost?

If 12,875 acres of land cost \$4030, what will 4.75 acres cost? Simple interest of \$1,135.80 for 2 yrs. 11 m. 10 ds. at  $7\frac{1}{2}\%$ ? The distance around a square field is 16 rds. What is the field worth at  $8\frac{1}{2}$  cts. a sq. ft.? How many sq. ft. in the whole surface of a box 22 in. long, 14 in. wide, 9 in. deep? Cost of 21,390 bricks at \$13 a M? I gave away  $\frac{1}{3}$  and  $\frac{2}{5}$  of  $4\frac{1}{2}$  bushels of chestnuts. What % was left? My dividend is  $8\frac{3}{4}$ , quotient  $9\frac{4}{5}$ . What is the divisor? What % is gained by buying a bushel of apples at  $1\frac{1}{2}$  cts. apiece and selling them at the rate of 3 for five cents? Franklin Park contains 525 acres of land. What is it worth at \$0.37 $\frac{1}{2}$  a sq. ft.? Sq. yds. in the walls of a room 15  $\times$  18 ft. and 10 $\frac{1}{2}$  ft. high?

A note for \$500, dated July 4, 1849, has the following indorsements: Sept. 5, 1849, \$97.25; June 3, 1850, \$14.75; Aug. 1, 1850, \$217.00. What was due Jan. 1, 1853? What would be the avails of a note for \$520, dated May 12, due in 60 days, discounted June 10? What sum would yield \$800 if discounted at a bank for 90 days at  $12\%$ ? What part of a mile is 1 yd. 1 ft. 6 in.? A owns 12 A., 13 sq. rds., 2 sq. ft. and B,  $\frac{2}{3}$  A. of land. What is it worth at 10 cts. per foot? How many square in. in the surfaces of a cube which measures 7 in. on an edge? My garden is 12 rds. long and 9 rds. wide; what will be the cost of fencing it at 15 cts. per foot? A man bought a bill of goods amounting to \$320.29; a reduction of  $33\%$  was made for cash payment; what did he pay? How many inches in  $\frac{1}{16}$  of a mile? How many lengths of ribbon, each measuring 18 in., can be cut from 27 yds?

\$1,150 is  $15\%$  more than what? If  $20\%$  be lost on a ton of hay sold for \$1,920, what was the cost? A cord of wood costing \$4.50 sold for \$9.60. What was the gain per cent.? An agent charged  $4\%$  for selling 750 acres of land at \$20 per acre; what was his commission? Find the cost of insuring property worth \$15,000 if  $\frac{2}{3}$  of the value is insured at  $\frac{4}{5}\%$ ? Make out a bill and receipt it on the following: 325 yds. of silk, at \$2.25 per yd., 296 yds. of lace, at \$1.50 per yd., 480 yds. of ribbon, at \$0.50 per yd., 45 doz. gloves, at \$15 per doz.

\$670.35.

ST. LOUIS, Jan. 6, 1885.

Ninety days from date I promise to pay to the order of John Shaw, six hundred seventy and  $\frac{35}{100}$  dollars value received.

JAMES TYLER.

Discounted at  $4\frac{1}{2}\%$  March 15. An example in partial payments should there be time.

If  $\frac{1}{4}$  of an acre of land costs \$8.54, what will an acre cost? How much will  $\frac{7}{11}$  of a cord of wood cost if  $\frac{5}{9}$  of a cord costs \$3.85? How many square yards in the walls of a room 42 ft. long, 15 ft. wide, and 9 ft. high? How many sq. ft. in one side of the above room? By buying a cargo of coal at \$6 per ton, and selling it at \$8 a ton, I gained \$198. How much did I pay for it? What is the value of a pile of wood 40 ft. long, 4 ft. wide, and 5 ft. high at \$5.30 a cord? Bought land at \$62.50 per acre, and sold it again at \$75 per acre, thereby making \$846.875; how many acres were bought? A farmer had 460 sheep, which cost him \$3 each, but he lost 5% of them. How much was his loss? Goods which cost \$5,400 were sold at 9% below cost. How much was the loss? What per cent. of 460 ft. is 368 ft.? What is the interest of \$1,120 for 153 days at 7%? I bought a horse for \$250, paid \$2.50 for shoeing, then sold him for \$140.40. What per cent. did I lose?

The floor of a room is 27 $\frac{3}{4}$  ft. by 30 $\frac{5}{8}$  ft. How much will it cost to carpet this floor at \$1.50 per sq. yd.? What is the value of a pile of wood 25 ft.  $\times$  8 ft.  $\times$  8 ft. at \$3.87 $\frac{1}{2}$  per cord? A house lot containing 24,702 sq. ft. is 179 ft. long. How wide is it? What is the interest of \$145.50 for 2 yrs. 3 mos. 15 days at 6 $\frac{9}{10}$ %? What is the bank discount on a note for \$150 discounted for 60 days at 6 $\frac{9}{10}$ %? What sum of money at 4% will give me an annual income of \$1,000? What is the simple interest of \$200 for 3 years at 5%? Bought a horse for 90 dollars, and sold him for \$95. What per cent. of gain? Bought another horse for \$95, and sold him for \$90. What per cent. is lost? A house valued at \$4,200 is insured at  $\frac{3}{4}$  of 1%. What is the premium?

One-fourth of my money is in my pockets, 38% in the bank, and the rest in real estate. I have in all \$2,400. How much is in my pocket, the bank and in the real estate? I bought 10,752 cu. ft. of wood at \$8 $\frac{1}{2}$  a cord; what did I pay? If  $\frac{1}{4}$  of my farm is worth \$1,285 $\frac{1}{2}$ , what will 8 such farms cost?  $9\frac{4}{5}$  times  $\frac{1}{2}$  of 56 $\frac{3}{4}$  is how much? If I lose 9% by selling land at \$764.40 an acre, what shall I gain by selling it at \$894.60 an acre? Mr. Jones insured his house worth \$48,000 for one year for  $\frac{5}{8}$  of its value at 7 $\frac{3}{4}$ %. What would that company lose if the house should burn? The edges of a large cubical box are 5 ft. long. How many sq. ft. of paper will cover the outside surface of the box? I sold 24 $\frac{1}{2}$ % of my estate or \$1,372 worth. I am worth in addition to my real estate \$14,000. How much am I worth in all?

If I lose 10% by selling goods at 18 cts. a yd., for what must they be sold to gain 20%? What is the cost of importing 75 gal. of oil at \$2 a gallon and a duty of 10%? On a note for \$1,000, dated April 25, 1875, were these indorsements: Apr. 25, 1876, \$100; Apr. 25, 1877, \$217 60. What was due Sept. 1, 1877? If \$500 gain \$45 in 3 yrs., what is the

rate per cent.? What is the present worth of \$105.71 due in 4 yrs. at 6%? What must be the face of a note, which discounted at a bank at 6% for 27 days and grace would yield \$95? A man paid for a house \$4,500, and for repairs \$150, and then sold it for 18% above the entire cost. What did he receive for it? A broker sold stock for \$900 which was 10% below par. What was the par value? What is the cost of carpeting a room  $16\frac{1}{2}$  ft. long, 12 ft. wide with oil-cloth  $1\frac{1}{2}$  yds. wide, at 75 cts. a yd.? Add: \$754.60; 187.24; 536.84; 976.79; 878.29; 458.71; 549.96; 597.85.

### WRITTEN ARITHMETIC. CLASS III.

What is the cost of 60.51 tons of coal, when .9 of a ton costs \$6.66? Change .03125 to a common fraction in smallest terms. If a year be considered 365.25 days, instead of 365.242264, how great will the error be in 100 years? What is the product of one hundred one thousandths by ten thousand one hundred one hundred thousandths? Divide .01001 by .001. Express in per cents.  $\frac{1}{2}$ ;  $\frac{3}{8}$ ;  $\frac{1}{5}$ ;  $\frac{1}{4}$ ;  $\frac{1}{6}$ . What is the commission on \$5,678 worth of cloth at  $2\frac{1}{2}\%$ ? If I am compelled to lose  $12\frac{1}{2}\%$  on damaged goods, how must I sell those that cost me \$5.60? What is the interest of \$750.25 for 2 yrs., 6 mos., 24 days at 6%? What is interest? The principal? The amount? The rate?

Divide 22.5 by 51.75 and reduce the result to a common fraction. Find the product of the following numbers: .064, .0032, 15625, and 31.25. If .625 of a cord of wood costs \$3.75 what will .75 of a cord cost? At \$17.625 a ton, how many tons of hay can be purchased for \$95? Find the interest on a note for \$250 dated January 21, 1890, and paid May 30, 1890 at 6%? Find the amount of \$198.76 from May 15, 1887 to July 21, 1890 at 4%. What is  $87\frac{1}{2}\%$  of \$832? \$832 is  $87\frac{1}{2}\%$  of what sum? How large a sale must a merchant make at a profit of 15% that his gain may be \$3,750? By the census of 1880 the population of a certain city was 26275. By the census of 1890 its population is 31530. Find the per cent. of increase. Two boys bought each 100 apples for a dollar. The first boy sold his 4 apples for 5 cts., the second sold his five apples for 6 cts. Which boy gains the more per cent.? How much more?

Multiply one hundred eleven millionths by five and six tenths. From 4 A. of land I sold one piece 20 rds. sq. and another piece containing 16 sq. rds. How much did I have remaining? Divide 53.7 A. of land into house-lots each containing .375 A. How many house-lots? Mr. Thompson has a field around which he wishes to build a tight board fence. This field is 50 rds. long and 45 rds. wide, the fence is to be  $4\frac{1}{2}$  ft. high. At  $3\frac{1}{2}$  cts. a sq. ft. what will be the cost of the fence? Cost of a pile of

wood 10 ft. long 4 ft. wide and  $4\frac{1}{2}$  ft. high at \$7.50 a cord? I wish to pile 60 cords of wood in such a manner that it will be 4 ft. wide and 6 ft. high; how long must it be? A quantity of coal was bought for \$900. For what must it be sold to gain  $33\frac{1}{3}\%$ ? By selling a house for \$5760 a man gained on the cost 25%; what was the cost? Bought a horse for \$880, and sold it for \$600; what % did I lose? At 3% commission what is the commission on the sale of 5000 lbs. of sugar at 64 cts. a lb.? Mr. Ames owns  $\frac{3}{4}$  of an acre of land; Mr. Jones owns  $\frac{2}{3}$  as much, which is  $\frac{7}{8}$  of what Mr. Brown owns; what part does Mr. Brown own? What is that number to which if  $\frac{2}{3}$  of itself be added, the sum will be 235? A man has 768 hens which is  $\frac{1}{2}$  more than he had last year; how many had he then? Four men built a barn. A worked two days, B, six days, C, eight days, and D, 12 days; they received \$840; what was each man's share? Two trains are  $87\frac{1}{2}$  miles apart and running towards each other, one at the rate of 50 $\frac{1}{2}$  miles an hour, and the other at the rate of 20 $\frac{1}{2}$  miles an hour. How far apart will they be in half an hour? If a man paid \$18 $\frac{6}{7}$  for a load of hay weighing  $1\frac{1}{2}$  tons, what would he pay at the same rate for  $\frac{2}{3}$  of a ton? Sold my house and farm of  $94\frac{1}{2}$  acres for \$12,300. Allowing \$7000 for the house, what did I receive per acre for the land? What number is that which diminished by  $2\frac{1}{5}$  will leave  $2\frac{1}{5}$ ? How long will 200 lbs. flour last 18 persons if each person is allowed  $1\frac{3}{4}$  lbs. per day? If  $\frac{3}{4}$  of  $\frac{1}{8}$  of a ship cost \$84,000 what is  $\frac{2}{3}$  of it worth?

The dividend was \$4689,036, the quotient .027; what was the divisor?  $\$19,406 \times 10,403 = ?$  Write your rule in pointing off in division of decimals. Change to other methods of expression  $\frac{1}{4}$ ,  $\frac{1}{8}$ ,  $.37\frac{1}{2}$ ,  $\frac{3}{4}$ ,  $16\frac{3}{4}$ . What will be the simple interest on \$8,042 for 3 mos. 27 d. at  $4\frac{1}{2}\%$ ? What is the amount of \$5.92 for 9 mos. 18 d. at 12%? A note of \$1260 dated July 5, 1888 was paid June 7, 1890 with interest at 8%; what was the amount paid? The interest of \$908 at  $3\frac{1}{2}\%$  was \$79.45; what was the time? How long must a note of \$300 be on interest to give an amount of \$347.25 at 6%? The interest of \$1090 for 14 d. is \$2.54. Required the rate? Maine has by census of 1880 29,895 sq. m. and 648,936 inhabitants. New Hampshire has 9,005 sq. m. and 346,991 inhabitants; Vermont has 9,135 sq. m. and 332,286 inhabitants; Massachusetts has 8,040 sq. m. and 1,783,085 inhabitants; Connecticut has 4,845 sq. m. and 622,700 inhabitants; Rhode Island has 1,085 sq. m. and 276,531 inhabitants; Texas has 262,290 sq. m. and 1,591,749 inhabitants. Texas is how many times as large in area as New England? Carry the answer to two decimal places. What is the average population per sq. m. in New England? In Texas? If the land in Rhode Island is worth on the average  $\frac{1}{2}$  of a mill per foot, what is the value of the entire land in the state? Bought seven packages of

goods each weighing 120 lbs. at the following rates: first package @ 24 cts., second @ 34, third @ 64 cts., fourth @ 84 cts., @ fifth 62½, sixth @ \$2.50, seventh @ \$5.00 per lb. What will all cost? Make out a bill for these goods No. 5 to L. K. Morse and receipt for it as paid to-day. What is the difference between the proceeds of a note for \$1,000 payable in three months, discounted at a bank, and the amount of a note for \$900 which has been on interest 1 year, 2 months, 3 days? A sells 250 bbls. beef @ \$11.50 per barrel, 100 barrels lard each 300 pounds @ 93 cts. and takes a commission of ½%. B secures \$5800 to be invested in a farm after deducting his commission of ½%. Who, A or B, has received the larger share for his services?

Dictated to be added: \$387.42; \$42.86; \$51.72; \$4.00; \$37.83; \$45.16; \$98.76; \$489.79; \$18.00; \$2.60. If 35 men earn \$87.50 in 1 day, how much will 50 men earn in ten days? Multiply 9,008 by 7,080 and divide the product by 600. What is the difference between  $69 \times 58.8$  and  $291 \div 0.97$ ? How much @ \$1 per yard will 4 pieces of cloth cost containing  $87\frac{1}{2}$  yards,  $45\frac{3}{4}$  yards,  $56\frac{1}{2}$  yards, and  $46\frac{3}{4}$  yards. How many house-lots each containing  $2\frac{1}{2}$  acres, can be made from a farm containing  $199\frac{1}{2}$  acres. 8% of a man's money is invested in a house, 15% in stocks; 25% in vessels; the rest in real-estate. If he has \$87,500 in all, how much has he invested in stocks, how much in ships, how much in real-estate? Bought a house for \$6,240 and sold it so as to gain  $37\frac{3}{4}\%$ ; what did I sell it for? If this room is 35 ft. long 23 ft. wide, and 13 ft. high, how many sq. yards of plastering will it require making no allowance for doors, &c.? What is the interest of \$650.25 @ 5 % from June 27, 1887 to April 2, 1889?

Find the interest of \$675.90 for 5 years at  $3\frac{1}{2}\%$ ? Find the interest of \$250.60 for 3 yr. 6 mo. at  $4\frac{1}{2}\%$ ? A commission of \$121.29 was charged for selling \$1866 worth of goods. What was the rate of commission? What annual premium at  $3\frac{1}{2}\%$  must be paid on a life insurance of \$6000? Sold goods at a loss of 20%, and actual loss of \$57.50. What was the prime cost? Henry Hedge earns \$12 a week. He pays \$4.25 for board, \$0.625 for car fare, \$0.375 for library fees, and \$4.875 for other expenses. In how many weeks would he save \$97.50? The milk from a herd of 15 Jersey cows, sold at 6 cts. a qt., amounted in one summer to \$2025. How many quarts were sold, and what was the average quantity from each cow? A woman has three children. She pays for each \$15 a year for having their clothes made, \$1.50 a month for mending, and \$0.35 a week for washing. How much could she save in a year, if she knew how to wash, make clothes and mend? A coal dealer bought 25784 tons of coal at \$5 a ton. He sold 40% at \$7, 20% at \$8.50 and the remainder at \$4.50. How much did he gain? A flock of sheep has been increased by 250% of its number, and now numbers 1050. What is the original number?

A man having \$100. went to market. He sold 10 bu. of potatoes at 80 cts. per bu., 2 tons of hay at \$15 per ton, and 25 bu. of oats at 45 cts. per bu. He bought 15 bbls. of flour at \$4.50 per bbl. and 12 yards of broadcloth at \$4.75 per yard. How much money did he have left?  $468.275 \div 25 = ?$  \$12.75 is  $33\frac{1}{3}\%$  of what number? What per cent. of \$675.82 is \$84.4775? A broker bought 125 bbls. of flour at \$6.50 per bbl. What was the commission at  $1\frac{1}{2}\%$ ? A man bought 30 shares of bank stock at par and sold them at  $12\frac{1}{2}\%$  discount. What did he lose? A man insured his house for \$6,500, his store for \$3,500, and his goods for \$7,000 at  $\frac{1}{2}\%$ . What did his insurance come to? Interest of \$808 for 4 y. 8 m. 24 d.? Interest of \$650.50 from January 15 to October 15 at  $8\%$ ? Cost of plastering the four walls of a room 18 ft. long, 15 ft. wide, nine ft. high, at 25 cts. per sq. ft.

What is the interest of \$632.47 from April 3, 1784 to March 16, 1786 at  $7\%$ ? What is the amount of \$65.75 for 2 yrs., 3 m., 3 ds. at  $6\%$ ? A man shipped 2,600 bushels of grain from Chicago, and during a storm 455 bu. were thrown overboard. What was the rate per cent. of loss? Bought a hogsh-head of sugar containing 9 cwt., 56 lbs., for \$86.04 and paid \$4.78 for freight. At what price per pound must it be sold to gain  $20\%$ ? My agent sent me \$5,000 with which to purchase wheat after deducting his commission of  $4\%$ . What sum did he invest? Bought two horses at \$200 each. I sold one at  $10\%$  above cost and one at  $12\frac{1}{2}\%$  below cost. Did I gain or lose, and how much? How many tons of ice can I pack in an ice-house which is 200 ft. long, 20 ft. wide, and 40 ft. high, allowing 150 lbs. to a cubic foot? Cost of 3.75 yards of cloth if 45.2 yds. cost \$75.02? A pole stands  $\frac{1}{4}$  in the mud,  $\frac{2}{3}$  in the water and 32 feet in the air. How long is the pole? Add 742; 1,008; 60,015; 4,007, from the sum subtract 55,555; and multiply the remainder by 101.

Dictate first example. Add: 25037.45; 8712.23; 9050.37; 815.25; 91017.16; 419.19; 2035.75; 15025.55; 7079.13; 14026.27. What is the amount of the following: 23 yds. at \$1.25; 17 yds. at \$2.75; 16 yds. at \$1.12 $\frac{1}{2}$ ; 10 yds. at \$1.37 $\frac{1}{2}$ ; 14 yds. at \$1.62 $\frac{1}{2}$ ; 20 yds. at \$2.34; 12 yds. at \$0.88. If  $\frac{2}{3}$  of my farm is worth \$830, what is  $\frac{5}{6}$  worth? If  $\frac{4}{7}$  of a barrel of flour cost \$3.00 what will  $\frac{1}{3}$  of a barrel cost? A barrel of flour bought for \$7.50 was sold for \$10. What was the gain per cent? How many dozen eggs at 20 cts. can be bought for 30 barrels of potatoes at \$1.62 $\frac{1}{2}$ ? Bought 10 yds. at \$1.25 and 15 yds. at \$1.50; sold them all at the same price, gaining  $10\%$ ; what was the selling price per yard? Sold a farm for \$2700, losing  $10\%$ . Required the cost? Having an income of \$3000, a man spent  $25\%$  for board,  $12\frac{1}{2}\%$  for clothing,  $16\%$  for other expenses. What does he save? How many feet long must a fence be to enclose a rectangular field 45 rds. by 30 rds.?

From 10801 subtract 978. From remainder subtract 869; from that,

987; from that, 978; and from that, 3018. How much less is the distance around a garden 45 ft. square than around a garden  $62 \times 57$  ft.? The sum of three numbers is 16. Two of the numbers are  $1\frac{1}{3}$  and  $3\frac{3}{4}$ . What is the other number? How many sq. yds. in the walls of a room  $12 \times 15$  ft. and 9 ft. high? Divide .037 by 45.9, carry the work out four decimal places *in the quotient*, and write the denomination of the remainder in words. One of the drawing models is a square prism 8 inches long and 4 inches square. How many sq. inches in the whole surface of the model? What % is gained by buying a bushel of apples at  $1\frac{1}{2}$  cts. apiece and selling them at  $1\frac{3}{4}$  cts. apiece? Simple interest of \$1248 for 1 yr. 9 mo. 10 dys. at 6%? In a class of 60 pupils three are absent. What % are present? Cost of digging a cellar 27 ft. sq. and 9 ft. deep at 25 cts. a cubic yd.?

How many barrels of flour costing \$7.25 each can be purchased with \$1812.50? A man sold  $87\frac{1}{2}\%$  of his farm, and had  $42\frac{1}{2}$  acres left. How many acres were there in the whole farm? Mr. White owns 5000 hens;  $18\%$  of them are Leghorns,  $30\%$  are Plymouth Rocks,  $21\%$  are Wyandottes and the rest are Silver Spangled Hamburgs. How many Hamburgs has he? An auctioneer sold a house for \$4500 and the adjoining land for \$2200. He received for his services \$335. What % was his commission? An agent is sent \$1030. to invest in apples; his commission being  $3\%$ , and the apples costing \$2.00 per barrel, how many barrels can he buy? What must have been the original cost of a lot of carpet which was sold for \$294.00 at a loss of  $16\%$ ? A certain town needs to raise by taxation \$7650. There are in town 1200 men who will pay a poll tax of \$2.00 each. If the property in the town is valued at \$350,000, what must be the rate of taxation (or tax on one dollar) to raise the remainder of the amount needed?

A commission merchant had sent him 4600 qts. of berries. He sold  $18\%$  of them at  $11\frac{1}{4}$  cts.;  $40\%$  at  $10\frac{1}{2}$  cts.;  $17\%$  at  $9\frac{1}{4}$  cts.; the rest at cost. How much did he receive in all if they cost 8 cts. a qt.? Find  $64\%$  of 19712 miles. Find  $62\frac{1}{2}\%$  of 2768 yards. Find  $9\frac{1}{11}\%$  of 11223344 lbs. A clerk's income is \$800. He pays  $25\%$  of it for board, and  $33\frac{1}{3}\%$  of the remainder for clothes. How much has he left? A drover lost \$48. by selling a cow for  $18\%$  less than cost. What did the cow cost? An auctioneer sold for Mrs. Paul on  $10\%$  commission, 14 chairs, at \$1.75; 6 tables at \$2.75; 40 yds. carpet at  $62\frac{1}{2}$  cts. a yard, a miscellaneous lot for \$119.24. What sum did Mrs. Paul receive? A man owed a debt of \$960.50; 12 yr. 3 mo. 16 ds., afterward, what was due? (Interest at  $5\%$ .) Mr. Worth bought a lot for \$8000, Jan. 7, 1882, and paid for it June 29, 1885 at  $4\frac{9}{10}\%$  interest. How much did it cost? Mr. Cole bought three horses at \$200. each on Apr. 3, 1885, and gave his 90 days note for the amount with interest at  $5\frac{1}{2}\%$ . How much was due at the maturity of the note?

Paid \$2,175.75 for a house, \$240.37½ for painting it, \$605.40 for furniture, \$140.12½ for carpets. What was whole cost of house and furniture? A lady bought a dress for \$13¾, a bonnet for \$5¼, gloves for \$1¾, and a fan for \$¾. She paid the clerk a twenty-dollar bill, and a five-dollar bill. How much change did he return? A grocer bought 372 lbs. of cheese at \$0.15 a pound, 434 lbs. of coffee at \$0.12½ a lb., and 16 bu. of potatoes at \$0.33 a bu. What did the whole cost? If 894 lbs. of beef cost \$80.46, what does one pound cost? A farmer having 760 sheep, kept twenty-five per cent. of them and sold the rest; how many did he sell? A farmer sold 50 sheep, which was 20% of his whole flock; how many sheep in the whole flock? A commission merchant sells goods to the amount of \$6,756; what is his commission at 2%? What is the interest of \$250 for 1 year, 10 months and 15 days, at 6%?

The floor of a room is 18½ ft. long, 15½ ft wide. How many sq. yds. in the floor? A lot of land containing 5,250 sq. ft. is 125 ft. long. How wide is it? What part of a day is 18 hrs. 30 minutes? Reduce 3 tons 9 cwt. 17 lbs. Av. to ounces. Change ⅔ to an equivalent decimal. Bought 10,250 ft. of boards at 14 dollars per thousand ft. How much did I pay? Express the sum of which \$31.35 is 5%. Bought flour for \$8.25 and sold it for \$9. What is the per cent. of gain? Bought for \$9 and sold for \$8.25. What is the per cent. of loss? What is the interest of \$150 for 2 yrs. 8 mos. 18 days at 6 per annum?

Dictate: 87.27; 43.75; 72.50; 39.75; 64.04; 58.94; 95.83; 26.37; 75.96; 50.83; 39.49; 97.08; 62.62. If 35 men earn \$37.50 in a day, how much will 50 men earn? Multiply 9,008 by 7,080 and divide the product by 600. What is the difference between  $69 \times 58.8$  and  $291 \div 97$ ? How many yards of cloth in four lots; 87½ yds., 75¾ yds., 72¾ yds., 80½ yds.? How many house lots each containing 2½ acres could be made from 199½ acres? 8% of a man's capital is invested in a house, 15% in stocks, 25% in ships, and the balance is invested in his business. If he has \$87,500 in all, how much is the house worth, how much has he invested in stocks, how much in ships, how much in business? Bought a house for \$6,240, and sold it to gain 37½%. For how much did I sell it? How many ft. in 62½% of a mile? A man gave his note for \$1,500 May 10, 1886, with interest at 6%. How much would pay it *in full* to-day?

Change  $\frac{3}{15}$  of  $\frac{5}{10}$  to a simple fraction. A man had 157½ bushels of apples which he wished to distribute equally among 15 poor persons; how many bushels did he give to each? 9½ times ½ of 56¾ is how much? If ¼ of a farm is worth \$1,285¾, what will 8 such farms cost? Find the interest of \$168.20 for 2 yrs 8 mos. 19 d. at 4%? ¾ of my money is in my pocket, 38% is in the bank, and the rest is in real estate. I have in all \$24,000. How much is in the bank, and in real estate? Mr. White sold 24½% of his estate amounting to \$1,372 to Mr. Jones. He is

worth in addition to his real estate, \$14,000. How much is he worth in all? Bought 10,752 cu. ft. of wood at  $\$8\frac{1}{2}$  a cord; what did it all cost?

What is interest? What is simple interest? What is usury? What is the legal rate in Massachusetts? What is usury in Massachusetts? Find the interest of \$837.36 for 3 yr. 2 mo. at 7%; of \$896.00 for 2 yr.  $6\frac{1}{2}$  mo. at  $6\frac{2}{3}\%$ ; of \$658.00 for 9 mo. at  $\frac{1}{2}\%$ ; of 270.87 from Oct. 17, 1860, to Dec. 28, 1863; of \$19.80 from Oct. 15, 1859, to April 19, 1860, at 5%; of \$62.50 from Aug. 3, 1862, to April 11, 1863, at  $7\frac{1}{2}\%$ . Find the balance due Cabot in the following account, Oct. 1, 1865, interest at 6% from the date of the items:

<i>Dr.</i>			ARTHUR LEE, IN ACCT. WITH G. CABOT.			<i>Cr.</i>		
1865.						1865.		
March 29	To Mdse	\$476 93	April 24	By Mdse	\$389 51			
April 22	To Cash	869 82	May 15	By Mdse	379 84			

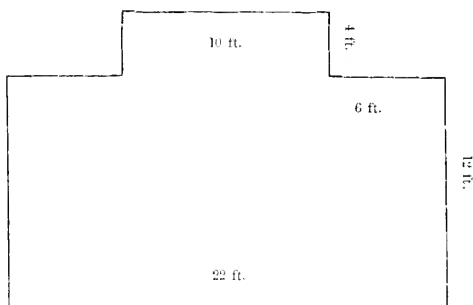
A man gave his note May 7, 1830, for \$1,800 with interest; what sum would discharge the note June 21, 1834? A lot of coal cost \$7.50 per ton; for what must it be sold to gain  $33\frac{1}{3}\%$ ? What must I ask apiece for lamps that cost \$4 a dozen that I may make 25%? Sold a carriage for \$240, which was 40% less than it cost. Required the cost? If by selling gloves at 60 cts. a pair 20% is gained, what was the cost per dozen pairs? Lost \$15 by selling a watch at 25% below cost. What was the cost? What must the amount of my sales be for a year, that I may clear \$800 at a profit of 16%? If I buy a horse for \$75, and sell him for \$120, what is the per cent. gained? By selling wood at \$6.50 a cord, I gain 30%; what did I give a cord? What per cent. is lost by selling a lot of goods for  $\frac{2}{3}$  of their cost? Bought 150 beeves at the rate of \$12.50 each, and 200 sheep at the rate of \$4.50. I sold the lot for \$10,300; what per cent. did I gain? What per cent. is gained by selling goods for 2 times their cost?

A man owning 176.35 acres of land, sold  $90\frac{1}{4}$  acres to one person, and  $\frac{3}{5}$  of an acre to another. How much was left? At \$0.75 a yd., how many yds. of cloth can be bought for \$579? A man drew from a bank \$54.60, which was 15% of all his money? How much money had he? If a man walk 19 miles in  $2\frac{1}{9}$  hours, how far will he walk in  $4\frac{1}{2}$  hours? A man spent  $\frac{3}{40}$  of his money for a house,  $\frac{1}{10}$  for furniture,  $\frac{1}{360}$  for horses, and  $\frac{2}{9}$  to build a church; what part of his money had he left? A farmer raised 316 bu. of corn, and sold 79 bu.; what per cent. of his corn did he sell? What is the *interest* of \$960 for 1 y. 3 m. 7 d. at 6%? What is the *amount* of \$1,000 for 3 y. at 8%? Add: \$754.60; 539.84; 676.79; 878.29; 458.71; 547.85; 599.96.

## WRITTEN ARITHMETIC. CLASS IV.

A man carried to a store  $75\frac{3}{4}$  bu. of potatoes and received for them  $27\frac{1}{2}$  cts. a bu.; how many yds. of cloth at  $17\frac{2}{3}$  cts. a yd. would have paid for them? What will 75 men earn in  $18\frac{3}{4}$  days, if each earns  $2\frac{2}{5}$  each day? A farmer gathered  $751\frac{2}{3}$  bbl. of apples in one day,  $698\frac{1}{4}$  bbls. the second day, and  $13\frac{3}{4}$  on the third. How many bbls. in all? Add  $\$100\frac{1}{2}$ ,  $\$100\frac{1}{2}$ , and  $\$100\frac{1}{2}$ . A man paid for one farm  $\$9118\frac{1}{3}$ , and for another  $\$7220\frac{7}{12}$ . How much more did he pay for the first than for the second? How long will it take a garrison to eat  $41\frac{1}{12}$  bbl. of flour if it eats  $6\frac{1}{2}$  bbl. in a week? A merchant had 469.0625 gal. of oil; how many jugs will hold it, if each contains .625 of a gal.?  $.075 \times .0069 \times .08 = ?$  In  $\frac{3}{4}$  of an acre how many sq. ft.? What will 8 yds. 2 ft. 6 in. of silver wire cost at  $\$3$  ct. an inch?

What is the value of a field  $15\frac{3}{4}$  rds. long and 12 rds. wide, if every square foot is worth 16 cts.? Three girls together bought  $15\frac{1}{4}$  yards of ribbon. If Mary bought  $6\frac{2}{5}$  yds., and Kate  $5\frac{1}{2}$  yards, how much did Ellen buy? A young man spent  $\$195\frac{1}{2}$  during his first term at college, which was  $\frac{4}{5}$  of his year's allowance. What was his year's allowance, and how much money had he left for the remainder of the year? A man paid  $\$18\frac{2}{3}$  for a load of hay weighing  $2\frac{2}{5}$  tons. At the same rate what should he pay for  $\frac{3}{4}$  of a ton? What is the cost of 33 tubs of butter, each weighing  $25\frac{7}{8}$  lbs., at  $17\frac{1}{4}$  cents a pound? How many flag-stones each 4 ft. long and 2 ft. wide will be needed to lay a crossing 232 ft. long and 6 ft. wide? What will be the cost of them at the rate of  $\$50$  for 100 stones? Spent  $\$9\frac{1}{2}$  for cloth at  $\frac{1}{5}$  of a dollar a yard. How many yards did I buy? Change to common fractions .0075 and .625. What will it cost to put moulding around a room shaped like the drawing, allowing 3 inches on every corner for matching,—the moulding



being worth  $5\frac{2}{3}$  cts. a foot? Divide 4.5006 by .015. Change to decimals,  $\frac{5}{15}$ ,  $\frac{6}{15}$ , and  $\frac{7}{15}$  and add the results.

One boy has  $\frac{75}{360}$  of an orange, his sister has  $\frac{45}{675}$  of one and his brother has  $\frac{36}{216}$  of one. Reduce these fractions to lowest terms and find how many oranges they all have. I now own  $\frac{3}{8}$  of a house, Mr. Smith owns  $\frac{1}{10}$  of it, and Mr. White owns  $\frac{2}{5}$  of it. If I buy their shares what part of the house shall I then own? If it takes 11 men  $45\frac{3}{4}$  days, to do a piece of work, how many days will it take one man to do the same work? If I buy butter at  $41\frac{3}{4}$  cents a pound and sell it at  $52\frac{1}{4}$  cents a pound how much do I gain on one pound? How much on 25 pounds? If I give one girl  $\frac{2}{3}$  of an orange, to how many girls can I give 18 oranges? If one yard can be bought for  $\$2\frac{3}{4}$  how many yards can be bought for  $\$45\frac{3}{4}$ ? A lady bought three pieces of cloth; the first piece contained  $39\frac{1}{2}$  yds. the second  $28\frac{3}{4}$  yards and the third  $25\frac{1}{2}$  yards. How many yards in all? I owned  $\frac{2}{5}$  of a house, and sold  $\frac{3}{4}$  of my share for  $\$1750$ . What was the value of the whole house at that rate? At  $11\frac{3}{4}$  cents a pound I sold three barrels of sugar, the first of which weighed 235 pounds, the second 241 lbs., the third 254 lbs., what did I receive for all the sugar? A grocer after selling  $\frac{1}{8}$ ,  $\frac{2}{5}$ ,  $\frac{3}{10}$ , and  $\frac{1}{4}$  of a quantity of sugar had 102 pounds left. How many pounds did he have at first?

What sum of money will pay for 106 yds. of cloth at  $\$.12$  yd., 203 yds. at  $\$.15$  yd., 720 yds. at  $\$.06\frac{1}{4}$  yd., 224 yds. at  $\$.10$  yd., 125 yds. at  $\$.25$ , 50 yds. at  $\$1.00$  yd.? Reduce  $\frac{576}{133}\frac{1}{2}$  to a whole or mixed number. How many yards in three pieces of carpet which measure  $37\frac{1}{4}$  yds.,  $49\frac{5}{8}$  yds., and  $50\frac{3}{4}$  yds.? If  $40\frac{3}{8}$  yds. of flannel shrank  $1\frac{5}{8}$  yds. in dyeing, how much did it then measure? If 43 tons of iron cost  $\$184.90$ , what will  $37\frac{1}{2}$  tons cost? If it requires  $1\frac{1}{3}$  yds. of muslin for 1 apron, how much will be needed for 125 aprons? How many cu. in. in  $\frac{1}{2}$  a cu. ft.? A field is 40 rds. long, 26 rods wide, what is the distance around it in feet? What will it cost to carpet a room 18 ft. long, 15 ft. wide, at  $\$1.75$  a sq. yd.? I sold  $\frac{4}{5}$  of my property to Mr. A, the remainder was sold to Mr. B for  $\$1,200$ ; what was the whole property worth?

The earnings of a man and his three sons are  $\$4,475$  and their expenses are  $\$2,845$ . If the balance is equally divided among them what will each have? Mr. Brown buys 150 tons of hay. He sells 35 tons at  $\$4\frac{3}{5}$  per ton, 40 tons at  $\$5\frac{1}{4}$  per ton, and  $\frac{2}{3}$  of the remainder at  $5\frac{1}{2}$  per ton. How much money does he receive? A merchant bought  $48\frac{3}{4}$  pounds of butter of one man,  $28\frac{3}{4}$  of another,  $25\frac{3}{16}$  of another and  $56\frac{5}{16}$  of another, how many pounds did he buy? How many yds. of cloth costing  $\$.37\frac{1}{2}$  per yard, must be given in exchange for 15 tons of coal at  $\$4.50$  per ton? A boy paid  $\frac{2}{3}$  of his money for a pair of skates costing  $\$2\frac{1}{3}$ ; how much had he left? Bought wheat at 94 cents a bushel, to the amount of  $\$59.22$  and sold it for  $\$70.56$ ; what is the selling price per bushel? If a man earns  $\$1\frac{2}{3}$  a day, in how many days will he earn  $\$100$ ? If  $\frac{5}{8}$  of a cord of wood is worth  $\$3\frac{3}{4}$ , what will  $\frac{3}{4}$  of a cord cost? A merchant on Monday

put into the bank \$10,481, and drew out \$4,550; on Tuesday he put in \$2,900, and drew out \$5,875; on Wednesday he put in \$13,470, and drew out \$8,645; now much money had he remaining in the bank? What will be the total cost of 25 yds. calico at 9 cents; 43 yds. sheeting at  $12\frac{1}{2}$  cents.; 14 yds. flannel at 42 cents; 6 yds. muslin at 28 cents;  $\frac{1}{4}$  doz. handkerchiefs at  $37\frac{1}{2}$  cents each?

If I can buy eggs at one place for \$0.35 a dozen, and at another place for \$0.30 a doz., how much money do I save by buying 300 eggs at the latter place? What is the smallest sum of money with which I can buy cows at \$30 each, oxen at \$55 each, or horses at \$105 each? A lady who had \$50 $\frac{1}{2}$ , received \$8 $\frac{1}{4}$  more, spent \$17 $\frac{3}{4}$ , lost  $4\frac{3}{10}$  and collected \$15 $\frac{1}{2}$  of a debt; how much money had she then? When potatoes are worth \$ $\frac{4}{5}$  per bush. and corn \$ $\frac{5}{8}$  per bush., how many bush. of potatoes are equal in value to 16 bushels of corn? A mason worked  $11\frac{2}{3}$  days, and, after paying his expenses with  $\frac{3}{4}$  of his earnings, had \$20 left; how much did he receive per day? Change \$ $\frac{2}{5}$  to decimal of a dollar. Change .0008 of a mile to a common fraction. Divide .006 by .06, multiply quotient by .05 and divide the product by .005. Cost of fencing a lot of land 26 rd. long by 20 rd. at 25 cts. per foot? My neighbor's lot contains 5 sq. rds. mine is 3 rds. square; difference in size in square feet? How many tiles 3 inches square are needed to cover a floor 18 ft. long, 10 ft. wide?

Divide 4.008 by 2. Mr. Weeks sold his house for \$125 $\frac{4}{5}$ , his cow for \$74 $\frac{1}{2}$ , and his carriage for \$150 $\frac{6}{7}$ . What did he receive? What will 3,484 ft. lumber cost at \$2 per thousand ft.? Mr. Grace sold his house for \$5,600, which was but  $\frac{7}{9}$  of its value. What was it worth? How many cords of wood in a pile 24 ft. long 12 ft. wide and 4 ft. high? How much is it worth at \$5 per cord? Fred bought a bicycle for \$50 $\frac{1}{4}$ , and sold it for \$75 $\frac{3}{4}$ ; how much did he gain? Mr. Bates bought 8 $\frac{1}{2}$  barrels of flour at \$6 $\frac{3}{4}$  per barrel; what was the cost? Carpet a floor 24 ft. long and 20 ft. wide with carpet 4 ft. wide at \$1.25 per yard. A man divided \$33 $\frac{1}{2}$  equally among some boys, giving each \$5 $\frac{5}{8}$ . How many boys were there? What will a wire fence cost around a lot of land 18 ft. long, 15 ft. wide at \$2 per rd.?

Add 284,640; 779,849; 286,524; 27,896; 85,729; 5,486; 72,899; 286,486. A man bought a farm for \$35,000, and sold it so as to lose \$1,295; how much did he sell it for? I sold 247 yds. of cloth at 8 cents; 200 yds. at 10 cents; 87 yds. at 12 cents; 50 yds. at 25 cents; 12 yds. at \$1.50; how much did I receive? My field is 100 rods long and 75 rds. wide. How much is it worth at \$2 a sq. rod? How much will it cost to fence it at \$1 a rod? I sold an acre of land at \$1.25 cents a square foot; how much did I receive? Add  $2\frac{1}{2}$ ,  $3\frac{3}{4}$ ,  $8\frac{1}{5}$ ,  $10\frac{5}{12}$ . I paid \$2,000 for  $\frac{1}{8}$  of a ship; what is the remainder worth? I exchanged 80 bbls. of flour, worth \$6 a bbl for tea at 50 cents a lb.; how many lbs. of tea? Find L. C. M. of 48, 84, 96, 144.

$12\frac{3}{4}$  is what part of 20? A man owing \$325.00 paid \$90. of the debt. What part of the debt did he pay? Reduce 96 to fourteenths. A man sold a lot of land for \$1,460, which was  $3\frac{1}{2}$  times what it cost him. What did it cost him?  $\frac{9}{16} \times 2\frac{1}{2} + 20\frac{1}{4} - (2 \div \frac{3}{8}) + 8\frac{1}{4} = ?$  Divide 11 by  $5\frac{1}{2}$ . Change  $14\frac{3}{4}$  to a common fraction in its simplest form.  $56.8 \times 0.01 + 5.48 \times 1000 + 0.7 \div 0.001 = ?$  If coal is \$6.67 per ton, how much coal can be bought for \$3,335?

$286 \div .013 = ?$  What would 5000 bricks cost at \$7.75 a thousand? What must a carpenter pay for the following: 6500 shingles at \$4.75 per thousand; 15964 feet of boards at \$39.25 per thousand; 4849 feet of planks at \$45.32 per thousand? "L. C. M." of 16, 21, 24, 30, 32? Find product of  $\frac{5}{9}$  of  $\frac{1}{2}$ , of  $1\frac{1}{5}$ ; and of  $3\frac{1}{2}$  of  $\frac{1}{5}$  of  $\frac{1}{11}$ . When  $35\frac{3}{4}$  bushels of turnips cost \$28.60, what should be paid for  $\frac{1}{2}$  a bushel? If  $\frac{5}{7}$  of  $\frac{3}{8}$  of a piece of land cost \$420, what is the value of the whole?

If a merchant buys meal at \$0.018 a pound and sells it at \$0.025 a pound, how much does he gain on 2.75 tons? Mr. Blank bottled 135 gallons of ink in bottles that held  $\frac{3}{8}$  of a pint. He sold it for  $12\frac{1}{2}$  cts. bottle. How much did he receive? 1728 barrels of flour cost; \$7.992 what cost 978 barrels? Find the whole cost of 36 rolls of paper at  $33\frac{1}{2}$  cts. per roll; 64 yds. of matting at \$0.37 $\frac{1}{2}$  per yard, 7 pairs of lace curtains at \$16.50 per pair? A dealer sold  $\frac{5}{12}$  of his wheat to Mr. Adams,  $\frac{1}{5}$  of it to Mr. Baker, and  $\frac{5}{8}$  of it to Mr. Charles, then he had 630 bu. left. How much had he at first? What is the whole cost of  $37\frac{1}{2}$  bushels of potatoes at \$0.75 $\frac{1}{2}$ ; 345 yds. of cloth at \$0.90 $\frac{3}{4}$  328 $\frac{1}{4}$ ; pounds of butter at \$0.43 $\frac{3}{4}$ ? A person standing exactly at the equator is carried by the rotation of the earth 24,899 miles in a day. How far is he carried in eight hours? A clerk has \$75 each month, and spends \$54 $\frac{2}{5}$  per month. How much does he save in a year? A farmer sold  $\frac{5}{8}$  of his wheat for \$796 $\frac{3}{8}$  and received for it \$1 $\frac{1}{10}$  per bushel. How many bushels did he have at first and how many did he sell? A farmer had  $388\frac{3}{8}$  acres of land and bought  $251\frac{1}{8}$  acres more. Then he sold  $84\frac{3}{4}$ ,  $26\frac{1}{8}$ ,  $38\frac{1}{8}$ ,  $29\frac{1}{12}$ ,  $93\frac{3}{4}$ , and  $84\frac{9}{10}$  acres. How many had he left?

From 200,675 cents take 7,654 mills. Give the answer in dollars and cents. Multiply 4.5 by .08 and divide the product by .006. A man having 70 bushels of wheat, sold  $6\frac{3}{8}$  bushels to one man and  $7\frac{3}{4}$  bushels to another. How many bushels left? If it took  $11\frac{1}{4}$  yds. of silk to make 18 neckties, how much was needed for each necktie? I need 15 inches of velvet to make a dress collar. If the velvet is worth \$1.50 a yd., what will my collar cost? What will it cost to fence a field 160 ft. long, and 120 ft. wide, at  $8\frac{3}{4}$  cts. a foot? Susie has a piece of cotton cloth that is 2 yds. square; if she wished to cover it with patchwork, each piece 1 in. sq., how many pieces will she need? 427 is  $\frac{7}{12}$  of what number? Find  $\frac{5}{9}$  of 2000.

A man sold 4 beeves; the first weighing  $1427\frac{1}{16}$  lbs.; second  $984\frac{1}{4}$ ; third  $1008\frac{2}{3}$ ; fourth  $974\frac{7}{16}$ ; find weight of all. If it takes  $5\frac{1}{2}$  yards for a coat,  $3\frac{1}{12}$  yards for a pair of trousers, and 7 yards for a vest, how much will it take for all? From 27 lbs. take  $14\frac{3}{4}$  lbs. From 32 pounds take  $16\frac{5}{8}$  lbs. From 17 gals. take  $14\frac{9}{11}$  gals. When butter is  $\frac{1}{2}$  of a dollar a pound, how many pounds can be bought for  $\$2\frac{3}{4}$ ? Divide 19 by  $3\frac{2}{3}$ . Divide  $1943\frac{5}{8}$  by 9. Multiply 349 by  $72\frac{3}{4}$ . Divide  $\frac{5}{7}$  by  $\frac{3}{4}$ .

A man bought 4 pieces of cloth; the first contained  $27\frac{1}{2}$  yds., the second  $28\frac{7}{8}$  yds., the third  $28\frac{5}{8}$  yds., and the fourth  $27\frac{5}{12}$  yds.; how many yds. did they all contain? I bought three yards of cloth at  $\$3\frac{4}{5}$  per yard, two pairs of shoes at  $\$1\frac{7}{8}$  per pair, and a hat for  $\$3\frac{5}{8}$ , giving in payment a twenty dollar bill; how much change ought I to receive in return? How much will it cost to build a rod of wall at  $\frac{4}{5}$  of a dollar per ft.? How many days will it take a man who earns  $\$1\frac{3}{4}$  per day to earn  $\$100$ ? How much will it cost to build 23.86 miles of railroad at  $\$23,463.75$  per mile? If a man can earn  $\$1$  in  $\frac{3}{4}$  of a day, how many dollars can he earn in a week? How much will a pile of wood cost, if  $\frac{7}{16}$  of it cost  $\$9.73$ ? If I gave 37 yards of cloth, at  $\$4$  per yard, for apples at  $\$3$  per barrel, how many barrels of apples did I receive? If a man's income is  $\$365$  per year, and he spends  $\$289.75$  per year, how much will he save in 9 years? How much will it cost to fence a piece of land one rod square at  $\$0.375$  per foot?

Write from dictation and add: 2,092.75; 31,400.0875; 200,005.87; 275.00075; 20,040.000015; 50,300.0405; 96,785.0125; 80,504.4; 9,780.45; 27,984.045; 9.375.83; 5,067.98. A man had 510 acres of land. He kept 10.17 acres and sold the rest at  $\$875$  per acre. How much did he get for it? How many acres of land can be bought for  $\$23.5$ , if one acre costs  $\$.925$ ? What is  $\frac{2}{3}$  of  $\frac{3}{4}$  of  $\frac{7}{8}$ ? What is equal to  $23\frac{1}{2}$ ? What is  $\frac{2}{11}$  equal to? Reduce to lowest terms  $\frac{231\frac{3}{4}}{31\frac{1}{2}}$ . Add  $279357\frac{7}{12}$ ,  $34789\frac{5}{8}$ ,  $11121\frac{3}{8}$ . If  $3\frac{1}{2}$  lbs. of cheese cost 45 cts., what would  $\frac{7}{8}$  of a lb. cost? A man had  $4725\frac{2}{3}$  yds. of cotton cloth and used  $2519\frac{4}{5}$  yds. Find the value of the cloth that is left at 5 cts. a yd. How many acres in a strip of land that is a mile long and ten feet wide? How many cu. ft. in a box 2 yds. long, 2 ft. wide and 20 in. high?

How much larger than 67 is 201? How much larger is 79879 than  $694\frac{2}{5}$ ? A gentleman had  $\$680$ ; he put  $\frac{3}{4}$  of it into a bank and spent  $\frac{1}{2}$  of the remainder for a coat; how much did he then have left? If you should spend  $\frac{2}{3}$  of your money and then have  $\$24.04$  left, how much must you have had at first? What is the largest number that will exactly divide 57, 399, and 2793? I paid  $\$465$  for hats at  $\$3\frac{1}{8}$  apiece; how many did I buy?

Reduce  $\frac{8\frac{1}{2}}{4\frac{2}{3}}$  and  $\frac{3\frac{1}{2}}{4\frac{5}{6}}$  to lowest terms. In  $984\frac{3}{12}$  lbs. how many 112ths? Bought a cord of wood for  $\$2\frac{3}{4}$ , a bbl. of flour for  $\$9\frac{5}{6}$ , and a tub of

butter for  $5\frac{3}{4}$  dollars. What is the whole cost? Bought wheat at  $\$1\frac{1}{2}$  per bu. and sold it for  $\$2\frac{1}{4}$  per bu. How much did I make on 250 bushels? From two piles of wood containing respectively  $10\frac{3}{4}$  cords and  $24\frac{5}{8}$  cords,  $16\frac{7}{8}$  cords were taken away. How much is left? What is the value of  $12\frac{1}{8}$  doz. eggs at  $18\frac{3}{4}$  cts. per dozen? At  $9\frac{3}{8}$  dollars per barrel how much flour can be bought for  $\$138.75$ ? At  $\frac{1}{5}$  of a dollar a pound how much butter can be bought for  $\$2\frac{4}{10}$ ? How much is  $\frac{9}{10}$  of  $\frac{2}{3}$  of 4.8? I sold my watch for  $\$45$ , which was  $\frac{1}{8}$  more than the cost. What was the cost?

Greatest Common Divisor of 75, 225, 450. Least Common Multiple of 40, 28, 32, 6, 4. Find the sum of  $\frac{5}{18}$ ,  $\frac{1}{24}$ ,  $\frac{8}{12}$ ,  $\frac{5}{6}$ . Subtract  $15\frac{3}{4}$  from  $328\frac{2}{3}$ . What is the cost of  $486\frac{3}{4}$  bushels of corn @  $62\frac{1}{2}$  cts. per bushel? If a family use  $19\frac{3}{5}$  lbs. of butter in  $7\frac{1}{2}$  days, how many pounds each day? If one yd. of ribbon cost  $\$3\frac{3}{8}$  how many yds. can be bought for  $\$25$ ? If 123 tons of coal cost  $\$848.70$  what will be the cost of 265 tons? A man had  $\$600$ ; he bought a horse for  $\$225$ , a carriage for  $\$190.12$  and a harness for 40 dollars and 5 mills; how much had he left? Add: 7.27; 18.36; 19.45; .06; .77; 8.19; 37.37; 45.69; 88.88; 99.75.

I sold a piece of land for  $\$2,175$ , and thereby lost  $\$75$ . What did the land cost? Subtract 325 thousandths from 325. A lady bought 16 yds. of cloth at 70 cts. a yd. She paid  $\$5$  in cash and the rest in butter at 20 cts. a pound. How many pounds of butter did she pay? If  $\frac{5}{16}$  of a ship is worth  $\$27,000$ , what is the whole ship worth? What is the value of 9 boxes of raisins, each containing  $27\frac{1}{2}$  pounds, at 18 cts. a pound?  $\$10.004 + \$40.75\frac{1}{2} + \$0.78\frac{4}{5} = ?$  Divide 1647.425 by .325. If a doz. peaches cost  $\$0.37\frac{1}{2}$  what cost  $7\frac{1}{2}$  doz.? Change 787,462 minutes to higher denominations. Mary has  $\$15.50$ , and Grace has  $\$5.50$ . What part of Mary's money is Grace's?

Add:  $\frac{5}{6}$ ,  $\frac{7}{8}$ , and  $3\frac{1}{6}$ . If from a lot of  $2\frac{3}{8}$  acres, two house lots be sold, one containing  $\frac{3}{8}$  of an acre, and the other  $\frac{5}{8}$  of an acre, how much land will remain? If a man walks  $\frac{7}{12}$  of a mile in 10 minutes, how far can he walk in an hour and a half? The sum of two numbers is  $13\frac{3}{4}$ , and one of the numbers is  $5\frac{1}{13}$ . What is the other number? A owns  $\frac{1}{6}$  of a steamboat, B owns  $\frac{1}{3}$ , C owns  $\frac{2}{7}$ , and D owns the rest. What part does D own? The dividend is  $\frac{5}{6}$  and the divisor  $\frac{1}{3}\frac{9}{10}$ . What is the quotient? A man owns  $8\frac{1}{6}$  acres of land. If he divides it into house-lots each containing  $\frac{7}{12}$  of an acre, how many lots will there be?  $43.062 \times 374.81 = ?$  What is the quotient of 21.17 divided by .0073? Write the tables of Avoirdupois Weight and Solid Measure.  $\frac{2}{3}$  of  $\frac{6}{7}$  of  $\frac{1}{2}$  of  $\frac{2}{3}$  of  $\frac{3}{5} = ?$  Define Denominator, and Mixed Number.

## WRITTEN ARITHMETIC. CLASS V.

Dietate for addition; 75,017; 4,209; 6,090; 60,008; 705,900; 85,705. From six thousand seven hundred five and seven hundredths, take thirty-seven and seventy-one thousandths. In 6,987 days how many minutes? Find the cost of 1,588,000 lbs. of coal, at \$7.98 a ton. How many cords of wood, at \$7.85 a cord, can be purchased for \$59,730.65? Divide \$3,245,530 by 468. Bought 8 bu. 3 qt. of valuable seed at seven dollars 8 cents a quart; how much did the seed cost? What is the cost of 19 gal. 2 qt. of cologne at 90 cts. a quart? Divide  $\frac{3}{4}$  of \$60,800 equally among 75 persons. Bought 675 lbs. of sugar at 7 cts. a lb., and 986 lbs. of dried fruit at eight cts. a lb., and gave in payment two 100-dollar bills. How much change?

Bought a house for \$23,650, and land for \$73,640. For how much must I sell them to gain \$4,500? In building a cottage the excavating cost \$34; the cellar walls \$110.50; the plastering \$73.42; the frame \$64.50; the boarding \$33.50; the siding \$25.00; the roof boards \$20.67; shingling \$62.80; painting \$80.12; sink \$9.50; windows \$98; hardware \$42, and incidentals \$200. What was the entire cost? What are the prime factors of 160? Find the L. C. M. of 21, 38, and 56. Find the G. C. D. of 45 and 135. Write two fractions equal to  $\frac{1}{2}$ . In 5 apples how many fourths of an apple? Mary paid  $\frac{3}{4}$  of a dollar for a book,  $\frac{7}{8}$  of a dollar for a hat, and  $\frac{5}{8}$  of a dollar for a handkerchief? How many eighths of a dollar did she spend in all? In 1 ton, 28 cwt. how many pounds? In 7 days how many minutes? Write in words 25.025. Write in figures thirty and five thousandths. How many pints in  $1\frac{2}{3}$  gals.? Multiply 2.25 by 15. Divide 1,728 by 12.

A merchant has 3,560 barrels of flour; after selling 1,380 barrels to one man and 985 barrels to another how many barrels has he left? A man has \$263.50, how much will he need to earn that he may have in all \$1,000? How much will 8 horses and 8 carriages cost if one horse costs \$325, and one carriage costs \$275.75? If a wheel turns round 351 times in going a mile, how many times will it turn round in going from Boston to Providence, or 41 miles? A grocer bought 7,200 gallons of oil;  $\frac{1}{3}$  of it leaked out and he sold the remainder at 25 cents a gallon. How much did he receive for it? From two and four-tenths yards take .445 of a yard. Mr. Brown has three farms, one contains 267.58 acres, another contains 124.30 acres, and the other contains 79.12 acres. How many acres in the three farms? How much less than 640 acres? A small boy has 65 cents, his older brother has 9 times as much, his uncle has 9 times as much as his brother, and his father has 9 times as much as his uncle. How much money has his brother, his uncle, his father? A man paid \$31.58 for a coat, \$11.63 for a vest, \$14.11 for trousers, \$1.75 for

gloves. What did his clothes cost? Add the numbers from 490 to 505 (inclusive).

Dictate: 909,087.5; 7,004.03; 1,000,500.004; 627,090; 5,040.27. Dictate:  $1,890.070 - 990.979 = ?$  A boy bought a suit of clothes for \$51, boots for \$10.50, overcoat for \$15.75, and gloves for 25 cts. Paid for these things in work at \$1.25 per day. How many days did he work? If 25 lbs. of sugar cost \$3.10, what will 19 lbs. cost? How many bushels in 192,429 quarts? If 42 gals. 3 qts. 1 pt. of cream cost \$27.44, what will 32 pts. cost? A man's bill at a provision store was \$6.66. He had bought two pecks of peas for \$0.54 and some beans for \$0.36. The rest of the bill was for sirloin steak, at \$0.32 a pound. How many pounds of meat had he bought? I have an oblong piece of land which is 96 ft. long and 78 feet wide. There are three gateways, one is 2 feet wide, one is three feet wide, and the other is 4 feet wide. How many feet of fence will it take to go around the field? From nine hundred ninety-nine take nine and nine hundredths, and multiply the remainder by seven thousandths. Mr. Page bought 20.809 tons of coal; he sold .408 of it; how many tons did he sell? If \$36.53 will buy  $6\frac{1}{2}$  yards of cloth, how much will  $\frac{1}{2}$  a yard cost? L. C. M. of 16, 20, 23, and 36.

If a house rents for \$900 a year, how much is the rent for 9 months? If a quire of paper cost  $\$1\frac{1}{2}$ , what will  $19\frac{1}{2}$  quires cost? In our school-house one room will seat 42 pupils, one will seat 49, 3 will seat 56 each, 2 will seat 54 each, 3 will seat 55 each, 2 will seat 52 each, and one more will seat 57. How many pupils in all can be seated in this building? There are in one school 56 boys and 63 girls; in another 163 boys and 146 girls; how many boys in both? How many girls in both? How many pupils in both? A trader bought 297 barrels of apples at \$2.95 per barrel, and sold the lot for \$1,125; what was his profit? A man sells 19 bushels of potatoes at \$0.55 a bushel, 23 bushel of oats at \$0.63 a bushel, and with the proceeds buys 8 yards of broad-cloth; how much does he pay a yard for the broad-cloth? How many pints in 45 bushels, 3 pecks, 4 quarts? If a grocer buys 3 bushels of cranberries at \$2.25 a bushel, and sells them at 9 cents a quart, how much does he make? If a man's salary is \$3,176 a year, and he spends \$7 a day, how much can he lay up? Make out a bill for the following items which were bought of R. H. White & Co.: 5 yards of broad-cloth @ \$3.25; 4 yards cambric \$0.12 $\frac{1}{2}$ ; 4 yards wadding @ \$0.08; 3 doz. buttons @ \$0.15; 6 skeins sewing silk @ \$0.06.

Dictate for adding: \$83.34; \$67.58; \$50.37; \$62.50; \$35.75; \$62.50; \$35.75; \$63.81; \$67.59; \$86.37; \$37.50; \$15.09; \$57.32; \$49.63. Bought 312 bbls. flour @ \$5.50 and sold it for \$3,000. How much did I gain? Divide a million by 750. What is the difference between  $69 \times 58.8$  and  $291 \div .97$ ? If a man earns \$1.75 in a day in

how many days will he earn \$700? A man bought 40 yds. cloth @ \$3.20 a yard, and paid for it in butter at 16 cts. a pound. How many pounds of butter did it take? What cost 2 tons grapes @ 2 cts. per pound? What cost 40 bushels potatoes @ 1.12? What cost 32 bushels corn @ \$0.87. Dictate for adding: 909,087.5; 7,004.03; 1,000,500.004; 627,090; 5,040.29. Dictate to be subtracted: 1,890,070—990,979. A boy bought a suit of clothes for \$51, boots for \$10.50; overcoat for \$15.75 and gloves for 25 cts. Paid for these things in work at \$1.25 per day. How many days did he work? If 25 lbs. of sugar cost \$3.10 what will 19 lbs. cost? How many bushels in 192,429 quarts? If 42 gallons, 3 qts., 1 pint, of cream cost \$27.44, what will 32 pints cost? A man's bill at the provision store was \$6.66. He bought 2 pks. of beans at \$0.54 and some beans for 36 cts. The rest of the bill was for sirloin steak @ 32 cts. a pound. How many pounds of meat had he bought? I have an oblong piece of land which is 96 feet long, and 78 feet wide. There are three gate-ways, one is two feet wide, one is three feet wide and the other is four feet wide. How many feet of fence will it take to go round the field? From nine hundred ninety-nine and nine hundredths; and multiply the remainder by seven thousandths. Mr. Page bought 20,809 tons of coal; he sold .408 of it. How many tons did he sell? If \$36.53 will buy  $6\frac{1}{2}$  yds. of cloth how much will  $\frac{1}{2}$  a yard cost? L. C. M. of 16, 20, 23, 56.

Dictate to be added: \$43.87; \$25.34; \$27.21; \$523.50; \$68.42; \$12.16; \$406.20; \$22.00; \$43.19; \$26.14. Bought 312 bbls. of flour @ \$6.50 and sold it for \$3,000. Did I gain or lose and how much? Divide a million by 650. What is the difference between  $69 \times 56.6$  and  $291 \div .97$ ? If a man earns \$1.75 in a day, in how many days will he earn \$700? A man bought 40 yards of cloth at \$3.20 a yard and paid for it with butter @ 16 cts. per lb.; how many pounds did it take? What will 32 tons of paper cost @ 3 cts. per lb.? What will  $12\frac{1}{2}$  gallons of milk sell for @ 8 cts. per quart? Give the prime factors of 96. If a watch ticks once every second, how many times will it tick in a day? In the month of July?

$30104 - 27059 = ?$   $\$20.95 \times 30.25 = ?$  My divisor is 3.03 and my dividend .01515; what is my quotient? If a boy gives away  $\frac{1}{2} + \frac{1}{3} + \frac{1}{4}$  of his money, he will have to borrow three cents. How many cents has he? John gave away  $\frac{3}{4}$  of  $\frac{1}{5}$  of a melon. What part of a melon did he give away? How many times will  $\frac{2}{3}$  of a pie be contained in  $\frac{1}{5}$  of a pie? I divided \$325 equally among one hundred men. How much did each man receive? (Removing the point only correct method.) If one handkerchief costs \$0.37, what will 1000 cost? (Removing point only correct method.) If two quarts of peaches cost 25 cts., what will half a bushel cost? How many geographies at \$1.375 apiece can be bought for \$66?

Bought of C. F. Hovey, 16 yds. of silk @ \$1.375; 3 pairs of boots @ \$5.00; 4 pairs of gloves @ \$1.50; 8 yds. of ribbon @ \$0.25. What is the amount of the bill? If a girl spends \$0.625 a day, how long will it take her to spend \$35.00? A farmer owned 310.5 acres of land; he planted 112.2 acres with corn; 65.5 acres with wheat; 54.3 acres with rye; and the remainder with oats, how many acres did he plant with oats? If a bushel of grain costs \$1.875, what will 5.5 bushels cost? Find the least Common Multiple of 6, 24, 32, 48, and 96. If one chair cost \$1.50 how many can be bought for \$240.90? Spent \$290.00 for horses; \$286.75 for carriages; \$150.80 for harnesses; \$12.75 for blankets. Gave 4 fifty dollar bills and 2 one hundred dollar bills; what did I still owe? Find the least Common Multiple of 8, 24, 32 and 40. If last month we came to school 16 days, 12 hours, 32 minutes and 15 seconds, how many seconds did we have for school work? A man put in the bank \$325, \$238, \$174, \$432, and \$540. He drew out at one time \$426, and at another \$182. How much remained?

Dictation for addition. Cost of 25 gals. of oil @ \$0.65 per pt. Bought a carriage for \$250.00; paid \$16.50 for repairs, then sold it for \$275.75. What did I gain or lose? A farmer sold 1125 bu. of wheat @ \$0.96 per bu.; 942 bu. of oats @ \$0.43 per bu. and 625 bu. of corn @ \$0.75 per bu. What did he receive for all? A man earns \$212.50; if he spend \$98.10 per month what will he save in one year? Bought 98 bbls. of flour @ \$6.25 per bbl. and sold all for \$600. Gain or loss? If 18 chairs cost \$360 what will 17 chairs cost?  $406.92 \times 3.21 = ?$   $37.023 \times 34.0 = ?$   $64897 \div 69 = ?$  (Carried out three places of decimals.)

	Nails.	Oysters.	Figs.
Add:	1874	1463	1282
	346	3642	8291
	425	2396	1936
	732	573	3764
	197	847	4926
	235	1210	105
	179	3913	203
	—	—	789
			—
	Slates.	Eels.	Words.
Subtract:	9176	21516	84035
	1769	10678	45386
	—	—	—

Sold 75 bushels of potatoes at 56 cents a bushel, 150 lbs. of pork at 16 cents a pound, 40 bushels of beans at \$2.25 per bushel. How much was received for all? If potatoes cost 65 cents a bushel, how many bushels can be bought for \$29.25? At \$3.12 a day, how much will a man earn in 287 days? Paid \$360 for 2 tons of cheese, and sold it for  $12\frac{1}{2}$  cents a pound. How much was my whole gain? What will  $27\frac{1}{2}$  pounds of butter cost at 32 cents a pound? What are the prime factors of 2772?

There are 192.8125 bbls. full of water in a cistern which will hold 320.5 barrels full. How much more water will it contain? A woman sold a house and lot which cost her \$2,250.50 for \$1,900.75. Did she gain or lose and how much? A man lets 7 tenements for \$1.25 each per week, 5 at \$1.38 each per week, and 11 at \$1.50 each per week. How much does he get in one year from all of them? A man bought 69 cattle for \$28.75 each. He sold 42 of them for \$36.50 each and the rest for \$37.75 each. How much did he gain? How many *bushels* of oats will a span of horses eat in 4 wks., if they eat 24 qts. a day? What cost 19 bu. of beans at 13 cts. a qt.? How many bottles each holding  $\frac{1}{2}$  pt., will it take to hold 725 gals. and 2 qts. of vinegar? How many lbs. of rice at 12 cts. a lb. will pay for 4 bu. 2 pks. of nuts at 8 cts a pt.? A man had \$600. He bought a horse for \$225, a carriage for \$190.12 and a harness for \$40.76. He then gave away  $\frac{1}{2}$  of what he had left. How much did he still have? If 123 tons of coal cost \$848.70, what will 265 tons cost?  $.0017 - .0008 = ?$   $720.90 + .008090 = ?$   $128.7 \div .0005 = ?$   $162,000 \div 6.48$  (Carry out 4 decimal places).  $63.877 + 792 + 56.8 + 998.3 + .4065$   $2.876 + 47.256 \times 8.324.753 = ?$   $.03 \div .0019 = ?$  (Carry out *four* decimal places. Write remainder in form of fraction.)  $59.740 \times 9.050 = ?$

I bought a coat for \$9.37, a vest for \$1.25, a hat for \$2.00, books for \$3.75. Gave in payment a twenty dollar bill. How much change had I left? 15 boys earn \$47.25 in a week. How much will 10 boys earn in the same time? If a bbl. of flour cost \$9.50, what will 37 bbls. cost? If a box of chalk weighs 15 oz., how many lbs. and oz. will 350 boxes weigh? A boy earns \$0.01 a minute. How much will he earn in 4 days, 5 hours, 10 min.?  $2.7)37( ?$  Multiply .056 by 24. Find the Greatest Common Divisor of 18, 24, and 36. Find the Least Common Multiple of 12, 20, and 30. Paid \$6 for a bag of peanuts containing 2 bush. 1 peck, 7 qts. Sold them at \$0.10 a quart. How much did I gain? A man earns \$500. a year. He spends \$26 a month. How much will he save in a year?

## WRITTEN ARITHMETIC. CLASS VI.

Write from dictation and add: 407.5; 2002.75; 31,400.075; 20,-040.875; 200,005.93; 50,306.405; 96,785.12; 80,504.4; 9,780.45; 5,-067.98. A man had 10.5 yds. cloth and used 4.125 yds. to make a coat. How many yds. did he have left? Find the cost of 2.578 acres of land @ \$37 an acre? How many acres of land could you buy for \$76.225, if one acre cost \$37? What cost 2,500 horses at \$150 each? If 23 buggies cost \$4,025, what are 80 buggies worth? A farmer's wife sold a store-keeper 15 doz. eggs @ 14 cts. and 27 lbs. of butter @ 22 cts. She took her pay in cotton cloth at 12 cts. a yd. How many yards did she get?

$428 + 397 + 584 + 761 + 695 + 803 + 582 + 195 + 817$ . A man bought cloth for \$46.28, shoes for \$37.93, West India goods for \$98.46, and books for \$86.37. What was the amount of his purchase?  $4003 - 2715 = ?$  When a pair of boots cost \$5.375, and a pair of shoes cost \$1.25 how much more do the boots cost than the shoes?  $6948 \times 96 = ?$  If an acre of land costs \$789, what will 79 acres cost?  $79344 \div 72 = ?$  If a boy can earn 45 cents a day, how long will it take him to earn 3,015 cents? How many gills in 7 quarts and 1 pt.? How many bushels in 384 quarts?

Change 846 gills to gals. Divide 956,487 by 964. A farmer exchanged 16 cows worth \$68 each, for a span of horses. What are the horses worth apiece? A horse cost \$262, a chaise \$228, and a hack three times as much as both. What did they all cost? Dictate the following: add 56.24; 13.96; 84.27; 127.005; 96.126; 49.107; 86.25; 1,156,112; 3,227 087; 9,000,009. Find one twelfth of 840. Find one seventh of 83. Find one thirteenth of 9,010. Find one fifty-ninth of 1,190. Find the product of 400 and 500. Find the amount of .87 and 8.7. Find the difference between .906 and 90.6. How many are 9.73 minus .973? How many are 5.37 plus 53.7? How many are 604 times 320?

I have in the bank \$975. I took out at one time \$350, and at another \$270. How much have I left? If 24 men together have \$6,024, what is each man's share? James has 37 cts., he earns \$1.07 and his sister gives him 16 cts. After he spends 20 cts. for a top how much money remains? Multiply 8,628 by 5.7 and divide the product by 35. A lady went shopping with \$10 in her purse. She paid 27 cts. for needles; \$1.25 for gloves; \$3 for calico; what has she left?  $1275 \div 25 \times 48 + 956 = ?$  At \$1.45 a pair what must I pay for 43 pairs of gloves? Add \$96, \$7.4, and \$142.7. Find the difference between 7,642 and 1,485.2. Dictate: add \$102.50; \$21,400; \$6,045.05.

Write in figures seventy-six thousand four hundred nine and eighty-

two thousandths; nine hundred thousand nine hundred and thirty-one hundredths. If a man has \$47648, and gives to one son \$15642.50, to another \$9008.75, and the remainder to his daughter, how much does the daughter receive? The subtrahend is \$068.74 and the minuend 7406.9; what is the remainder? Prove it? What will a farm of 67 acres of land cost at \$475 an acre? If a man raised 214 bushels of potatoes on one acre, how many bushels would he raise on 12 acres? The dividend is 30772, and the divisor 49, find the quotient and prove it. How many times can you fill a pail holding 11 quarts of water from a cistern holding 2541 quarts? A man bought a horse for \$320, a cow for \$87.50 and 100 sheep at \$2.25 each. What did they all cost him? Write the tables of Liquid and Dry Measures. Illustrate the use of these five signs,  $\times \div + - =$ , by little examples which you can make. If 1426 oranges be arranged in twenty-three equal piles, how many oranges would there be in each pile?

Write the following numbers in words 140, 101, 256. Write the following number in figures: six million, seven hundred twenty-four thousand, fourteen. A man paid \$6.50 for a hat, \$25.30 for a suit of clothes, \$19.30 for an over-coat, \$1.50 for some collars, and \$0.50 for a necktie; how much did he spend for all? A man had 70,001 sheep, and sold all but 2,465 of them; how many did he sell? If one horse costs \$195, how much will 309 horses cost? Multiply 409 by 870. How many weeks in 85995 days? Mr. Smith bought 16 bags of flour at \$1 05 a bag, and paid for them with a \$20 bill. How much money did he receive in change? Divide 946321 by 483. Divide 49.648 by 89.

Dictate: \$10,210.40; \$280,002.02; \$6,550.01; \$110,010; \$990.99. What is the sum of \$4.37; \$0.18; \$9.14; \$2,018; and \$107.07. A boy bought a bicycle for \$35. He rented it to another boy for 3 months at \$2 a month and then sold it for \$33.50. Did he gain or lose? How much? Mr. Mann had twelve dollars six cents in one pocket, and two dollars eighty cents in another. He bought a barrel of flour for five dollars eighty-five cents, a barrel of sugar for seven dollars, and a pound of tea for seventy cents. How much money has he left? A man bought land for \$705, and built on it a house which cost 12 times as much as the land. How much did the house cost? How much did they together cost? There are 13 classes in this school. If there are 702 scholars in the school, how many are there in each class, if the class teachers have equal numbers? If a qt. of cream is worth 22 cents what are two gal. worth? How many pints are there in eleven bushels? Divide \$11,901 by 14. Mr. Brown has in the bank \$10,905, which is \$750.85 more than Mr. Gray has. How much money has Mr. Gray?

Add: 4,968; 2,652; 3,843; 2,759; 4,563; 5,071; 3,426. Subtract 7,849 from 9,750. Mult. 4,987 by 9. How many quarts in 499 pecks? I

bought 5,000 bu. of corn; 2,849 bu. of wheat; 9,280 bu. of oats; 6,844 bu. of barley: How many bu. of grain did I buy? I had 1,480 acres of land in one field and 6,284 acres in another field; I sold 7,000 acres; how many acres remained? I had \$960, I spent  $\frac{5}{6}$  of it. How much did I spend? Mary had 1,500 stitches in her dress; Jane had 7 times as many. How many stitches had Jane? I bought 20 yds. at 6 cents; 24 yds. at 7 cents; 36 yds. at 9 cents. How much did the whole cost? How many quarts in 850 gallons?

If 9 cows cost \$270, what would 18 cost? A lady bought a hat for \$7.50; a pair of gloves for \$2.75 and a pair of boots for \$4.75. She gave the dealer \$10.00. How much more should she have given him? A grocer bought a bushel of cherries for 4 c. a quart, how much did he pay for them? A gentleman had one thousand five dollars; he put five hundred eighty-five dollars and 79 cents into a bank. How much money had he left? If \$97 is  $\frac{1}{7}$  of a sum of money, what is that sum? Bought 87 pounds of tea at 45 cents a pound; sold it at 63 cents a pound. How much was gained? Dictated: add 75,779; 9,867; 9,989; 7,866; 8,874; 5,698, 45,456, 78,996. From seven hundred sixty-four thousand seventeen, take three hundred ninety thousand, eight hundred nine. What is the cost of 12 dozen eggs at the rate of 2 for 3 cents? If three boys can cut a cord of wood in 8 hours, how long will it take 4 boys to cut one cord? John had 16 marbles, Henry half as many and Frank as many as both the other boys. How many more marbles has Frank than John? At nine cents a quart what is the cost of  $2\frac{1}{2}$  gallons of vinegar? How many quarts in two bushels and three pecks? If  $\frac{1}{3}$  of a melon cost 15 cents, what will two melons cost at the same rate? Divide 3,696 by 18. Multiply 368 by 24.

What is the entire cost of 15 tons of coal at \$5.25 a ton, and 4 cords of wood at \$2.50 a cord? If  $\frac{1}{4}$  of a pound of candy costs 10 cents, what will 2 pounds cost? Tom has 13 pigeons, Joe has twice as many; how many have they both? In a school there were 356 girls, and 257 boys; if 25 girls and 32 boys leave, how many pupils remain in the school? I bought 5 pounds of butter at 37 cents a pound; how much change should I get from a 5-dollar bill? How many feet of string will be required to go around this room, if it is 30 ft. long and 25 ft. wide? Tom has \$5 35; he owes Dick \$2.25, and Harry \$1 40; if he pays them how much will he have? Which are worth more 63 cows at \$38 apiece, or 56 horses at \$75 apiece? How much? If I buy a bushel of walnuts for \$3, and sell them at 5 cents a pint, how much shall I make? Suppose your mother gave you a 5-dollar bill to buy articles for the Sunday dinner, and you bought: 6 lbs. roast beef at 25 cents; 1 pk. spinach at 45 cents; 2 qts. onions at  $12\frac{1}{2}$  cents;  $1\frac{1}{2}$  doz. oranges at 12 cents; 2 qts. milk at 7 cents; how much change would you bring home to your mother?

Write in figures: Seven millions, two hundred five thousand and five. Write in words: 604,021. A butcher sold 369 lbs. of beef on Monday; 861 lbs. on Tuesday; 711bs. on Wednesday; 8,716 on Thursday; 84 lbs. on Friday; 306 on Saturday. How many pounds did he sell during the week? If the number of inhabitants of Mass. is 1,231,065, and the number in Vermont is 315,116, how many more are there in Mass. than in Vermont? If a horse can travel 45 miles a day, how far can he travel in 98 days? A farmer raised 4,088 bushels of corn on 56 acres of land, how many bushels was that per acre? Bought a hat for \$4.50, a coat for \$8.00; a vest for \$5.25; a cane for \$0.75, and a pair of boots for \$5.00. What did I pay for all? Add: 2,368; 405; 69; 724; 91; 1,203; 100; 928; 870; 26. Subtract:

$$\begin{array}{r} 63,104 \\ 15,869 \\ \hline \end{array}$$

In 15 gals. 1 qt. 0 pt. 3 gills, how many gills? Division: 21.5)94.316. A man bought some sugar for \$3.12; a barrel of flour \$9.00; a can of tomatoes \$0.10; some oatmeal \$0.70; some lard \$0.87; a cake of yeast \$0.02. He gave the man two ten dollar bills; how much money would he receive back? How many bushels, pecks, quarts, and pints in 632 pints of corn? Having six one hundred dollar bills, a man paid \$200 for a horse, \$175 for a wagon, and \$167 for robes. How much money has he left?  $2,478 \times 236$ . A man had 2,172 oranges and sold  $\frac{3}{4}$  of them; how many did he sell? In one school 246.1 tons of coal were burned; in another 307.14 tons; in another 139.472 tons; in another 58.019 tons. How many tons were used?

Dictate: 54,060; 205,708; 90,007; 87,654; 8,800. If I bought a horse for \$250, a carriage for \$175, a harness for \$74.50, and a whip for \$1.25, what did they all cost me? Subtract \$4,987 from 5,600. If there were 9,064 trees on one piece of land, how many trees would there be on 6 such pieces? Divide \$87 equally among four men. Add 10,500 bushels, 61,081 bushels, 28,003 bushels, 13,294 bushels, and then take away 86,244 bushels from the sum. If you had \$768, and a man gave you \$225, and then you lost \$75, how much would you have left? Write 83, 47, 69, 79, and 56 by Roman numbers. How many are 8 times 7,803 bushels? Give 4,624 tons of coal to 8 men and see how much one man would have.



APPENDIX B.



STATISTICS

FOR THE

HALF-YEAR ENDING JANUARY 31, 1892.

SUMMARY.  
January, 1892.

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal . . . . .	1	10	197	191	6	97.0	182
Latin and High . . . . .	10	120	3,488	3,303	185	94.0	3,444
Grammar . . . . .	55	738	31,398	28,754	2,644	91.6	31,294
Primary . . . . .	470	470	24,682	21,585	3,097	87.5	25,098
Kindergartens . . . . .	36	69	1,896	1,370	526	72.3	1,991
Totals . . . . .	572	1,407	61,661	55,203	6,458	89.5	62,009

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann . . . . .	1	12	87	78	9	89	100
Spectacle Island . . . . .	1	1	15	13	2	87	22
Evening High . . . . .	1	32	2,148	1,462	.....	.....	.....
Evening . . . . .	16	136	3,119	1,937	.....	.....	.....
Evening Drawing . . . . .	5	26	666	577	.....	.....	.....
Totals . . . . .	24	207	6,035	4,067	.....	.....	.....

REGULAR TEACHERS.

SCHOOLS.	TEACHERS.		
	Males.	Females.	Total.
Normal School . . . . .	2	6	8
Latin School . . . . .	15	.....	15
English High School . . . . .	24	.....	24
Girls' High School . . . . .	2	20	22
Girls' Latin School . . . . .	1	7	8
Roxbury High School . . . . .	3	11	14
Dorchester High School . . . . .	2	6	8
Charlestown High School . . . . .	2	5	7
West Roxbury High School . . . . .	1	3	4
Brighton High School . . . . .	1	3	4
East Boston High School . . . . .	1	4	5
Grammar Schools . . . . .	104	583	687
Primary Schools . . . . .	.....	470	470
Kindergartens . . . . .	.....	69	69
Totals . . . . .	158	1,187	1,345

## SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School . . . . .		12	12
Evening Schools . . . . .	74	94	168
Evening Drawing Schools . . . . .	23	3	26
French and German: High Schools . . . . .	3		3
Music: High, Grammar, and Primary Schools . . . . .	5		5
Kindergarten Methods: Normal School . . . . .		1	1
Drawing: High and Grammar Schools . . . . .	2		2
Physical Training . . . . .	2		2
Sewing . . . . .		30	30
Chemistry: Girls' High School . . . . .		1	1
Laboratory Assistant: Girls' High School . . . . .		1	1
Vocal and Physical Culture: Girls' High School . . . . .		1	1
Vocal and Physical Culture: Girls' Latin School . . . . .		1	1
Military Drill: High Schools . . . . .	1		1
Manual Training Schools . . . . .	2	5	7
Cooking Schools . . . . .		7	7
Spectacle Island . . . . .		1	1
Totals . . . . .	112	157	269

## NORMAL AND HIGH SCHOOLS.

*Semi-Annual Returns to Jan. 31, 1892.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Masters.	Junior-Masters.	Asst. Principals.	First Assistants.	Second Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.								
Normal . . . . .	197	197	394	191	191	382	6	97	1	1			1	5
Latin . . . . .	443	443	886	429	429	858	14	96	1	9	5			
Girls' Latin . . . . .	219	219	438	204	204	408	15	93		1				7
English High . . . . .	804	804	1,608	769	769	1,538	35	95	1	7	16			
Girls' High . . . . .	714	714	1,428	671	671	1,342	43	94	1	1		1	1	13
Roxbury High . . . . .	168	336	504	162	317	479	25	96	1		2		1	10
Dorchester High . . . . .	105	127	232	97	118	215	17	92		1	1			6
Charlestown High . . . . .	65	150	215	62	140	202	14	94	1		1			5
West Roxbury High . . . . .	38	71	109	36	65	101	8	93		1				3
Brighton High . . . . .	26	68	94	25	65	90	4	96		1				3
East Boston High . . . . .	52	101	153	49	94	143	10	93		1				4
Totals . . . . .	1,702	1,983	3,685	1,629	1,865	3,494	191	95	6	23	25	1	3	556

## NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JAN. 31, 1892.

SCHOOLS.	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years and over.
Normal . . . . .	82	79	18	..	..	..	..	182	..	..	..	..	..	..	2	17	42	47	74
Latin . . . . .	84	67	88	71	52	30	74	475	6	36	62	80	96	78	70	39	5	2	1
Girls' Latin . . . . .	32	40	28	41	19	27	22	209	5	13	16	30	34	38	35	18	13	5	2
English High . . . . .	330	225	265	40	..	..	..	800	..	..	7	88	191	230	193	72	17	1	1
Girls' High . . . . .	329	156	119	75	..	..	..	679	..	..	2	52	131	190	146	98	40	16	4
Roxbury High . . . . .	254	125	87	38	..	..	..	504	..	..	7	32	138	147	103	53	16	4	4
Dorchester High . . . . .	93	78	56	..	..	..	..	227	..	..	1	14	63	72	56	16	4	..	1
Charlestown High . . . . .	103	63	32	9	..	..	..	207	..	..	1	18	47	67	40	26	7	1	..
West Roxbury High . . . . .	48	32	19	6	..	..	..	105	..	..	1	14	18	42	17	9	2	2	..
Brighton High . . . . .	45	29	17	..	..	..	..	91	..	..	..	15	15	27	17	15	2	..	..
East Boston High . . . . .	65	41	41	..	..	..	..	147	..	..	..	11	19	44	40	25	5	3	..
Totals . . . . .	1,468	935	710	280	71	66	96	3,626	11	49	97	354	752	935	719	388	153	81	87
Percentages . . . . .	40.5	25.8	19.6	7.7	2.0	1.8	2.6	100.0	0.3	1.4	2.7	9.8	20.7	25.8	19.8	10.7	4.2	2.2	2.4

## NORMAL AND HIGH SCHOOLS.

*Number of Pupils to a Teacher, excluding Principals, Jan. 31, 1892.*

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal .....	7	197	28.1
Latin .....	14	443	31.6
Girls' Latin .....	7	219	31.3
English High .....	23	804	35.0
Girls' High .....	21	714	34.0
Roxbury High .....	13	504	38.8
Dorchester High .....	7	232	33.1
Charlestown High .....	6	216	36.0
West Roxbury High .....	3	109	36.3
Brighton High .....	3	94	31.3
East Boston High .....	4	153	38.2
Totals .....	107	3,685	34.4

## ADMISSIONS, SEPTEMBER, 1891.

## NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age.	
		Years.	Months.
Girls' High School .....	61	19	6
Roxbury High School .....	11	19	..
From other sources .....	15	19	2
Totals .....	87	19	7

High School Graduates, Fourth-year class, June, 1891, Girls, 79.

## LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Mos.
Latin .....	149	.....	114	35	149	13	10
Girls' Latin .....	.....	80	60	20	80	13	10
English High .....	397	.....	333	64	397	15	6
Girls' High .....	.....	386	306	80	386	15	10
Roxbury High .....	87	158	209	36	245	15	6
Dorchester High .....	49	59	98	10	108	15	7
Charlestown High .....	35	80	104	11	115	15	3
West Roxbury High .....	18	36	49	5	54	15	9
Brighton High .....	12	38	47	3	50	15	6
East Boston High .....	22	46	33	13	46	15	7
Totals .....	769	883	1,353	277	1,630	15	1

## GRAMMAR SCHOOLS.

*Semi-Annual Returns to Jan. 31, 1892.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams . . . . .	244	169	413	224	155	379	34	91	1	1	1	1	7
Agassiz . . . . .	337	...	337	314	...	314	23	93	1	1	1	1	5
Allston . . . . .	316	376	692	289	342	631	61	92	1	1	2	2	8
Bennett . . . . .	251	273	524	240	260	500	24	96	1	1	1	1	7
Bigelow . . . . .	730	...	730	691	...	691	39	94	1	2	1	2	9
Bowditch . . . . .	...	382	382	...	346	346	36	90	1	...	1	1	6
Bowdoin . . . . .	...	357	357	...	315	315	42	88	1	...	2	1	6
Brimmer . . . . .	637	...	637	579	...	579	58	91	1	2	1	1	10
Bunker Hill . . . . .	276	258	534	259	237	496	38	93	1	1	2	2	9
Chapman . . . . .	299	280	579	275	254	529	50	92	1	1	2	2	6
Charles Sumner . . . . .	346	314	660	321	291	612	48	93	1	1	2	1	9
Comins . . . . .	289	285	574	269	253	522	52	91	1	1	2	1	6
Dearborn . . . . .	387	281	668	351	251	602	66	90	1	1	2	2	8
Dillaway . . . . .	...	596	596	...	528	528	68	89	1	...	2	2	7
Dudley . . . . .	598	...	598	559	...	559	39	94	1	2	1	1	10
Dwight . . . . .	652	...	652	603	...	603	49	92	1	2	1	1	9
Edward Everett . . . . .	298	302	600	276	271	547	53	91	1	1	2	2	6
Eliot . . . . .	988	...	988	890	...	890	98	90	1	3	1	1	15
Emerson . . . . .	432	303	735	391	272	663	72	90	1	1	2	2	10
Everett . . . . .	...	685	685	...	615	615	70	90	1	...	2	3	8
Franklin . . . . .	...	708	708	...	636	636	72	89	1	...	2	3	9
Frothingham . . . . .	293	341	634	268	304	572	62	90	1	1	2	2	7
Gaston . . . . .	...	754	754	...	677	677	77	90	1	...	2	2	9
George Putnam . . . . .	172	189	361	162	175	337	24	93	1	...	1	1	5
Gibson . . . . .	199	229	428	190	212	402	26	94	1	1	1	1	5
Hancock . . . . .	...	622	622	...	558	558	64	90	1	...	2	2	9
Harris . . . . .	150	177	327	142	164	306	21	94	1	...	1	1	5

GRAMMAR SCHOOLS.—*Concluded.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Harvard . . . . .	310	312	622	286	283	569	53	92	1	1	2	2	8
Henry L. Pierce . . . . .	144	125	269	133	113	246	23	91	1	1	2	2	3
Hugh O'Brien . . . . .	451	324	775	421	298	719	56	93	1	1	2	2	10
Hyde . . . . .		610	610		554	554	56	91	1	1	2	2	8
John A. Andrew . . . . .	376	337	713	354	313	667	46	94	1	1	2	2	9
Lawrence . . . . .	802		802	756		756	46	94	1	3	1	1	12
Lewis . . . . .	358	368	726	335	341	676	50	93	1	1	2	2	8
Lincoln . . . . .	565		565	527		527	38	93	1	1	1	1	7
Lowell . . . . .	378	389	767	349	347	696	71	92	1	1	2	2	9
Lyman . . . . .	379	203	582	350	185	535	47	92	1	1	2	2	7
Martin . . . . .	187	163	350	174	148	322	28	92	1	1	1	2	4
Mather . . . . .	313	296	609	288	264	552	57	91	1	1	2	2	7
Minot . . . . .	155	165	320	147	152	299	21	93	1	1	1	1	4
Mt. Vernon . . . . .	121	119	240	113	111	224	16	93	1	1	1	1	4
Norcross . . . . .		681	681		611	611	70	90	1	1	2	3	9
Phillips . . . . .	791		791	709		709	82	90	1	2	1	1	11
Prescott . . . . .	251	236	487	231	215	446	41	92	1	1	1	1	9
Prince . . . . .	241	277	518	222	251	473	45	91	1	1	1	1	7
Quincy . . . . .	524		524	468		468	56	89	1	2	1	1	7
Rice . . . . .	476		476	436		436	40	92	1	2	1	5	2
Sherwin . . . . .	576		576	530		530	46	92	1	2	1	1	7
Shurtleff . . . . .		661	661		601	601	60	91	1	1	2	3	8
Stoughton . . . . .	225	213	438	211	195	406	32	93	1	1	1	1	7
Thomas N. Hart . . . . .	460		460	432		432	28	94	1	1	1	1	6
Tileston . . . . .	61	70	131	58	65	123	8	94	1	1			2
Warren . . . . .	318	351	669	307	335	642	27	96	1	1	2	2	8
Wells . . . . .		542	542		485	485	57	90	1	1	2	1	8
Winthrop . . . . .		719	719		641	641	78	89	1	1	2	5	9
Totals . . . . .	16,356	15,042	31,398	15,130	13,624	28,754	2,644	91.6	52	52	81	92	410

GRAMMAR SCHOOLS.  
*Number of Pupils in each Class, Whole Number, and Ages, Jan. 31, 1892.*

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Ungraded Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years and over.
Adams . . . . .	35	37	79	77	85	90	. . .	403	2	12	33	63	70	73	60	53	57	8	1	1
Agassiz . . . . .	32	53	54	79	111	79	. . .	408	. . .	3	32	62	62	63	69	75	27	8	7	. . .
Allston . . . . .	45	101	104	139	138	155	. . .	685	. . .	18	75	120	107	136	107	71	40	8	3	. . .
Bennett . . . . .	74	58	83	112	98	90	. . .	515	. . .	3	34	66	62	98	89	73	59	25	6	. . .
Bigelow . . . . .	59	86	111	151	156	158	. . .	721	. . .	11	74	120	127	127	130	81	41	10	. . .	. . .
Bowditch . . . . .	38	59	56	60	78	93	. . .	384	. . .	6	26	60	67	59	57	46	38	22	3	. . .
Bowdoin . . . . .	27	36	65	41	85	92	. . .	346	. . .	. . .	20	51	59	47	51	61	31	19	5	2
Brimmer . . . . .	35	89	93	91	147	137	42	634	. . .	17	42	98	114	108	113	78	38	19	6	1
Bunker Hill . . . . .	46	54	89	113	102	98	15	517	. . .	8	33	59	85	118	87	63	43	17	2	. . .
Chapman . . . . .	48	61	95	104	181	88	. . .	577	. . .	16	41	87	80	93	80	83	59	28	8	2
Charles Sumner . . . . .	46	81	90	130	157	151	. . .	655	2	14	80	97	105	110	102	83	35	25	1	1
Comins . . . . .	49	88	90	112	112	110	. . .	561	. . .	8	43	85	100	106	95	82	32	10	. . .	. . .
Dearborn . . . . .	44	89	86	112	160	162	. . .	653	. . .	18	43	110	118	103	114	80	47	14	6	. . .
Dillaway . . . . .	43	59	141	112	116	116	. . .	587	1	4	44	75	91	117	104	78	46	21	6	. . .
Dudley . . . . .	47	87	88	134	100	114	30	600	1	1	50	82	95	110	111	85	52	21	1	. . .
Dwight . . . . .	49	93	93	156	114	116	36	657	1	22	53	83	125	96	113	82	56	20	5	1
Edward Everett . . . . .	48	77	109	114	143	112	. . .	603	. . .	6	51	68	80	121	110	88	52	23	3	1
Eliot . . . . .	47	101	105	122	123	180	332	999	9	33	63	121	158	213	203	140	52	7	. . .	. . .
Emerson . . . . .	47	58	112	112	222	178	. . .	729	. . .	9	47	101	108	126	142	119	47	25	5	. . .
Everett . . . . .	68	108	111	108	162	116	. . .	673	. . .	19	54	76	112	102	115	84	79	25	6	1
Franklin . . . . .	46	108	103	156	106	163	32	714	. . .	8	50	92	122	131	123	104	57	17	9	1
Frothingham . . . . .	50	58	96	101	112	167	35	619	. . .	14	57	90	106	109	106	80	43	14	. . .	. . .
Gaston . . . . .	74	52	104	172	171	168	. . .	741	1	17	70	102	129	119	121	77	63	29	12	1
George Putnam . . . . .	33	46	57	50	60	79	34	358	. . .	3	31	55	71	51	51	47	30	14	4	2

Gibson . . . . .	47	49	70	87	70	90	. . . .	413	. . . .	6	39	47	74	64	65	68	31	16	3	. . . .
Hancock . . . . .	35	29	48	99	108	122	185	626	3	11	37	92	118	123	123	64	42	11	1	1
Harris . . . . .	27	47	57	54	54	90	. . .	329	. . . .	2	18	37	70	63	62	54	18	5	. . . .	. . . .
Harvard . . . . .	48	52	96	101	100	143	17	617	. . . .	2	43	62	129	132	110	89	42	13	4	. . . .
Henry L. Pierce . . . .	33	40	51	50	38	56	. . .	298	. . . .	5	21	35	36	56	39	43	23	9	. . . .	1
Hugh O'Brien . . . . .	49	111	103	151	172	182	. . .	768	. . . .	12	49	122	124	132	160	92	62	12	3	. . . .
Hyde . . . . .	43	90	85	97	162	110	58	625	. . . .	11	49	73	105	112	94	96	53	26	6	. . . .
John A. Andrew . . . .	38	55	99	151	162	155	43	703	. . . .	8	66	99	139	119	130	87	44	16	1	. . . .
Lawrence . . . . .	53	98	129	143	152	146	62	783	. . . .	10	53	117	139	170	166	89	27	1	. . . .	. . . .
Lewis . . . . .	89	113	116	120	188	125	. . .	751	. . . .	8	52	111	128	132	117	103	50	33	15	2
Lincoln . . . . .	48	61	89	96	110	122	29	555	1	14	45	77	94	102	105	72	32	12	. . . .	1
Lowell . . . . .	96	54	97	150	171	175	. . .	743	. . . .	18	81	132	133	109	117	93	44	15	1	. . . .
Lyman . . . . .	47	58	92	102	135	142	. . .	576	. . . .	8	31	79	91	136	100	87	37	10	. . . .	. . . .
Martin . . . . .	47	48	44	44	83	87	. . .	353	. . . .	10	37	45	57	50	50	42	38	17	7	. . . .
Mather . . . . .	48	58	102	110	149	105	57	609	. . . .	7	25	94	106	126	115	81	44	7	4	. . . .
Minot . . . . .	28	41	47	55	71	75	. . .	317	. . . .	7	58	41	48	48	64	38	23	8	2	. . . .
Mr. Vernon . . . . .	30	29	44	38	41	59	. . .	241	. . . .	1	33	32	31	41	40	35	23	3	2	. . . .
Norcross . . . . .	36	58	104	120	180	192	. . .	690	. . . .	8	51	96	138	129	118	111	31	7	1	. . . .
Phillips . . . . .	44	80	80	163	159	172	112	810	. . . .	16	72	119	133	161	138	106	48	13	3	1
Prescott . . . . .	45	58	96	97	94	104	. . .	494	. . . .	4	41	53	95	68	100	83	51	11	7	1
Prince . . . . .	72	81	90	96	86	98	. . .	523	. . . .	5	45	82	71	74	86	63	62	28	7	. . . .
Quincy . . . . .	58	35	47	98	104	157	43	522	. . . .	6	27	67	98	119	165	74	29	3	3	. . . .
Rice . . . . .	43	52	79	93	106	101	. . .	474	. . . .	7	22	61	89	97	82	67	32	14	. . . .	. . . .
Sherwin . . . . .	38	53	102	102	136	97	32	560	. . . .	5	30	64	108	123	93	63	46	24	3	1
Shurtleff . . . . .	56	51	89	104	206	158	. . .	664	. . . .	15	49	81	121	120	163	104	48	21	2	. . . .
Stoughton . . . . .	53	68	78	89	75	91	. . .	445	. . . .	4	38	68	81	74	66	66	30	16	. . . .	2
Thomas N. Hart . . . .	32	47	76	78	105	111	. . .	449	. . . .	11	43	76	81	75	60	55	34	11	3	. . . .
Tilston . . . . .	19	23	16	24	23	26	. . .	131	. . . .	3	18	16	18	33	7	21	9	6	. . . .	. . . .
Warren . . . . .	45	57	115	116	148	144	42	697	. . . .	7	58	102	104	108	120	85	47	25	11	. . . .
Wells . . . . .	39	49	54	80	94	116	119	551	. . . .	4	44	77	92	122	100	73	32	6	2	. . . .
Windthrop . . . . .	60	84	96	132	182	143	. . .	697	. . . .	16	61	69	121	133	135	89	51	14	6	2
Totals . . . . .	2,556	3,568	4,705	5,989	6,763	6,698	13,115	31,294	21	521	2,436	4,349	5,344	5,987	5,423	4,190	2,339	842	186	26
Per cents. . . . .	8.2	11.4	15.0	18.2	21.6	21.4	4.2	100.0	0.1	1.7	7.8	13.9	17.1	18.2	17.3	13.4	7.1	2.7	0.6	0.1

## DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.			Under 4 years.	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.
Latin Schools.	All Classes . . . . . {	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Totals . . . . .	. . . . .	..	..	..	..	..	..	..
High Schools.	Advanced Class . . {	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Third-year Class . . {	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Second-year Class . {	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	First-year Class . . {	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Totals . . . . .	. . . . .	..	..	..	..	..	..	..
Grammar Schools.	First Class . . . . . {	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Second Class . . . . {	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Third Class . . . . . {	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Fourth Class . . . . {	Boys . .	..	..	..	..	..	1	11
		Girls . .	..	..	..	..	..	..	10
	Fifth Class . . . . . {	Boys . .	..	..	..	..	..	10	257
		Girls . .	..	..	..	..	..	9	250
	Sixth Class . . . . . {	Boys . .	..	..	..	..	4	222	909
		Girls . .	..	..	..	..	4	229	893
	Ungraded Class . . {	Boys . .	..	..	..	..	10	39	76
		Girls . .	..	..	..	..	3	11	50
	Totals . . . . .	. . . . .	..	..	..	..	21	521	2,456
Primary Schools.	First Class . . . . . {	Boys . .	..	..	..	5	280	1,007	1,118
		Girls . .	..	..	..	7	290	994	959
	Second Class . . . . {	Boys . .	..	..	3	470	1,460	1,343	673
		Girls . .	..	..	12	449	1,234	1,150	536
	Third Class . . . . . {	Boys . .	..	31	1,550	2,210	1,247	462	138
		Girls . .	..	28	1,293	1,917	1,097	452	122
	Totals . . . . .	. . . . .	..	59	2,858	5,058	5,608	5,408	3,546
		. . . . .	..	59	2,858	5,058	5,608	5,408	3,546
Kinder- gartens.	All Classes . . . . . {	Boys . .	100	530	269	35	1	..	..
		Girls . .	112	530	368	44	2	..	..
	Totals . . . . .	. . . . .	212	1,060	637	79	3	..	..
Totals by Ages . . . .		. . . . .	212	1,119	3,495	5,137	5,632	5,929	6,002

## TO AGE AND TO CLASSES, JANUARY 31, 1892.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals by Classes.
.	6	36	62	80	96	78	70	39	8	475
.	5	13	16	30	34	38	35	18	20	209
.	11	49	78	110	130	116	105	57	28	684
.	.	.	.	.	.	6	18	15	7	46
.	.	.	.	.	.	4	31	38	49	122
.	.	.	.	.	16	76	120	73	11	296
.	.	.	.	.	6	62	83	82	47	280
.	.	.	2	18	90	145	81	20	4	360
.	.	.	.	9	54	138	125	56	7	389
.	.	.	11	118	209	148	51	4	1	542
.	.	.	6	99	247	240	103	26	4	725
.	.	.	19	244	622	819	612	314	130	2,760
.	1	26	177	411	373	190	56	6	.	1,240
.	.	12	132	382	437	273	72	8	.	1,316
2	22	199	530	617	342	106	16	4	.	1,838
.	15	130	444	583	389	139	27	3	.	1,730
33	199	652	791	493	176	36	7	2	.	2,389
18	191	553	711	520	246	64	10	3	.	2,316
225	746	928	711	311	86	9	2	.	.	3,030
181	655	767	603	356	69	13	5	.	.	2,659
838	1,000	759	425	171	35	4	.	.	.	3,499
765	961	719	386	141	29	4	.	.	.	3,264
1,055	687	367	155	50	15	1	1	.	.	3,466
987	608	315	142	36	16	2	.	.	.	3,232
168	158	165	139	78	18	.	.	.	.	851
77	101	95	77	41	8	1	.	.	.	464
4,349	5,344	5,687	5,423	4,190	2,239	842	196	26	.	31,294
604	198	63	24	.	.	.	.	.	.	3,299
523	215	58	25	.	.	.	.	.	.	3,071
249	73	24	8	.	.	.	.	.	.	4,303
206	75	32	10	.	.	.	.	.	.	3,704
45	21	6	5	.	.	.	.	.	.	5,715
52	27	13	5	.	.	.	.	.	.	5,006
1,679	609	196	77	.	.	.	.	.	.	25,098
.	.	.	.	.	.	.	.	.	.	935
.	.	.	.	.	.	.	.	.	.	1,056
.	.	.	.	.	.	.	.	.	.	1,991
6,028	5,964	5,932	5,597	4,544	2,991	1,777	913	397	158	61,827

## PRIMARY SCHOOLS.

*Semi-Annual Returns, to Jan. 31, 1892.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams . . . . .	6	156	126	282	135	111	246	36	87	176	136	312
Agassiz . . . . .	4	117	86	203	102	71	173	30	85	103	93	196
Allston . . . . .	9	282	258	540	247	224	471	69	87	288	244	532
Bennett . . . . .	7	183	155	338	166	141	307	31	91	183	159	342
Bigelow . . . . .	12	397	307	704	350	263	613	91	87	406	299	705
Bowditch . . . . .	6	158	145	303	135	121	256	47	84	171	148	319
Bowdoin . . . . .	7	167	161	328	147	136	283	45	86	182	173	355
Brimmer . . . . .	8	214	176	390	189	153	342	48	87	216	186	402
Bunker Hill . . . . .	11	200	177	377	181	152	333	44	88	206	186	392
Chapman . . . . .	6	167	131	298	140	107	247	51	83	175	139	314
Charles Sumner . . . . .	10	290	250	540	263	214	477	63	88	333	195	528
Comins . . . . .	6	150	124	274	132	106	238	36	87	162	125	287
Dearborn . . . . .	12	341	280	621	293	232	525	96	85	294	328	622
Dillaway . . . . .	7	182	189	371	161	161	322	49	86	219	169	388
Dudley . . . . .	13	329	327	656	289	270	559	97	85	313	341	654
Dwight . . . . .	10	258	258	516	228	226	454	62	88	302	214	516
Edward Everett . . . . .	8	225	226	451	199	191	390	61	86	264	199	463
Eliot . . . . .	9	289	170	459	250	144	394	65	86	273	199	472
Emerson . . . . .	10	307	282	589	273	243	516	73	87	299	304	603
Everett . . . . .	10	256	273	529	216	221	437	92	82	272	270	542
Franklin . . . . .	12	285	286	571	248	245	493	78	87	330	276	606
Frothingham . . . . .	9	235	233	468	210	205	415	53	89	299	187	486
Gaston . . . . .	9	194	249	443	176	219	395	48	89	260	184	444
George Putnam . . . . .	4	144	141	285	125	121	246	39	86	141	140	281
Gibson . . . . .	6	157	147	304	141	131	272	32	89	165	144	309
Hancock . . . . .	17	464	510	974	422	461	883	91	91	530	466	996
Harris . . . . .	6	153	134	287	136	112	248	39	85	143	145	288
Harvard . . . . .	12	318	318	636	284	280	564	72	89	319	296	615

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.		Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Average	Per cent.				
Henry L. Pierce,	4	106	92	198	90	76	166	32	83		86	83	169
Hugh O'Brien .	12	427	259	686	365	211	576	110	84		382	320	702
Hyde . . . . .	9	251	251	502	228	221	449	53	91		269	238	507
John A. Andrew	11	298	310	608	269	269	538	70	88		322	284	606
Lawrence . . .	17	697	239	936	631	213	844	92	90		513	421	934
Lewis . . . . .	9	264	260	524	231	218	449	75	86		276	267	543
Lincoln . . . .	6	207	101	308	180	88	268	40	88		172	152	324
Lowell . . . . .	16	454	448	902	403	391	794	108	88		584	562	946
Lyman . . . . .	8	246	158	404	224	137	361	43	89		196	225	421
Martin . . . . .	3	80	62	142	72	53	125	17	88		96	51	147
Mather . . . . .	11	245	248	493	211	202	413	80	83		286	267	493
Minot . . . . .	4	116	117	233	97	98	195	38	84		142	101	243
Mount Vernon .	5	86	69	155	76	58	134	21	86		79	77	156
Norcross . . .	13	204	445	649	186	402	588	61	91		329	320	649
Phillips . . . .	7	197	197	394	180	175	355	39	90		214	171	385
Prescott . . . .	7	180	180	360	161	157	318	42	88		195	174	369
Prince . . . . .	4	124	119	243	101	95	196	47	81		118	144	262
Quincy . . . . .	11	395	248	643	348	216	564	79	87		316	338	654
Rice . . . . .	8	195	173	368	170	142	312	56	85		171	212	383
Sherwin . . . .	9	207	225	432	187	201	388	44	90		239	194	433
Shurtleff . . .	6	172	173	345	160	155	315	39	91		168	187	355
Stoughton . . .	4	126	141	267	112	123	235	32	88		150	112	263
Thomas N. Hart	9	377	149	526	331	126	457	69	86		305	235	540
Tileston . . . .	2	35	35	70	30	31	61	9	87		49	26	75
Warren . . . . .	7	187	186	373	172	167	339	34	91		222	165	387
Wells . . . . .	16	455	423	878	410	379	789	89	89		498	370	868
Winthrop . . .	6	140	166	306	119	138	257	49	84		182	134	316
Totals . . .	470	13,089	11,593	24,682	11,582	10,003	21,585	3,097	87.5		13,583	11,515	25,098

## PRIMARY SCHOOLS.

*Number of Pupils in each Class, Whole Number, and Ages, Jan. 31, 1892.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Adams . . . .	85	56	171	312	48	70	58	67	30	20	13	5	1
Agassiz . . . .	54	72	70	196	18	30	55	43	24	19	5	..	2
Allston . . . .	159	159	214	532	51	113	124	116	76	34	13	4	1
Bennett . . . .	61	135	146	342	36	71	76	66	56	25	8	3	1
Bigelow . . . .	166	223	316	705	77	157	172	152	84	42	16	3	2
Bowditch . . .	87	118	114	319	38	63	70	78	38	24	5	2	1
Bowdoin . . .	100	107	148	355	34	60	88	78	56	27	7	3	2
Brimmer . . .	91	120	191	402	51	80	85	88	61	30	3	2	2
Bunker Hill . .	97	141	154	392	38	87	81	77	59	33	14	1	2
Chapman . . .	87	99	128	314	41	59	75	75	43	14	2	4	1
Chas. Sumner .	109	234	185	528	92	128	113	117	62	11	5	..	..
Comins . . . .	79	57	121	287	23	67	72	52	43	23	5	2	..
Dearborn . . .	148	149	325	622	80	103	111	126	94	72	23	11	2
Dillaway . . .	99	121	168	388	43	95	81	82	58	21	6	1	1
Dudley . . . .	170	206	278	654	54	112	147	142	112	48	28	7	4
Dwight . . . .	132	146	238	516	61	122	119	125	55	25	5	4	..
Edward Everett,	127	140	196	463	44	95	125	102	58	28	9	1	1
Eliot . . . . .	77	180	215	472	77	96	100	75	58	34	24	7	1
Emerson . . .	137	181	285	603	57	112	130	137	73	45	26	17	6
Everett . . . .	169	173	200	542	40	99	133	126	85	40	12	2	5
Franklin . . . .	156	159	291	606	93	106	131	138	85	33	15	5	..
Frothingham .	156	164	166	486	84	95	129	101	48	27	8	3	..
Gaston . . . .	128	143	173	444	71	89	100	112	40	21	9	2	..
Geo. Putnam .	86	80	115	281	18	54	69	61	48	23	8	..	..
Gibson . . . .	79	100	130	309	36	60	69	79	45	12	8	..	..
Hancock . . .	178	269	549	996	99	206	225	187	156	85	32	6	..
Harris . . . . .	91	93	104	288	17	54	72	60	45	19	13	6	2
Harvard . . . .	149	199	267	615	75	104	140	134	96	46	19	1	..

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Henry L. Pierce	50	60	59	169	19	25	42	39	28	11	2	2	1
Hugh O'Brien,	192	210	300	702	78	159	145	161	88	55	10	2	4
Hyde . . . . .	114	167	226	507	62	106	101	112	67	36	15	6	2
J. A. Andrew .	156	220	280	606	44	138	140	123	88	44	20	6	3
Lawrence . . .	235	301	398	934	121	184	208	179	139	74	19	4	6
Lewis . . . . .	139	197	207	543	41	106	129	131	94	32	10	. . . .	
Lincoln . . . .	105	99	120	324	38	63	71	61	60	26	5	. . . .	
Lowell . . . . .	210	322	414	946	123	224	237	179	117	46	15	3	2
Lyman . . . . .	99	148	174	421	26	78	92	99	66	36	12	11	1
Martin . . . . .	48	40	59	147	28	34	34	32	15	3	1	. . . .	
Mather . . . . .	120	168	205	493	68	99	119	110	73	24	. . . . .		
Minot . . . . .	57	62	124	243	40	47	55	44	36	14	4	2	1
Mt. Vernon . .	54	45	57	156	14	33	32	41	26	5	4	1	. .
Norcross . . . .	150	188	311	649	97	119	113	146	90	46	21	14	3
Phillips . . . .	77	128	180	385	43	88	83	68	50	28	17	6	2
Prescott . . . .	110	99	160	369	79	61	55	84	47	23	15	3	2
Prince . . . . .	59	98	105	262	17	45	56	61	39	32	9	3	. .
Quincy . . . . .	169	253	232	654	73	126	117	146	109	51	23	7	2
Rice . . . . .	104	139	140	383	21	58	92	92	74	26	16	4	. .
Sherwin . . . .	86	142	205	433	44	92	103	89	69	27	6	3	. .
Shurtleff . . . .	114	111	130	355	26	57	85	83	67	26	5	4	2
Stoughton . . .	84	88	90	262	26	53	71	60	40	8	1	1	2
Thos. N. Hart,	176	162	202	540	52	120	133	106	72	36	14	4	3
Tileston . . . .	16	17	42	75	10	18	21	13	10	3	. . . . .		
Warren . . . . .	105	103	179	387	54	81	87	93	47	19	5	. .	1
Wells . . . . .	194	283	391	868	139	182	177	204	114	45	4	2	1
Winthrop . . .	90	103	123	316	38	75	69	56	33	22	15	6	2
Totals . . . .	6,370	8,007	10,721	25,098	2,917	5,058	5,608	5,408	3,546	1,679	609	196	77
Percentages	25.4	31.9	42.7	100	11.6	20.2	22.3	21.6	14.1	6.7	2.4	0.8	0.3

## GRAMMAR SCHOOLS.

*Number of Pupils to a Teacher, excluding Principals, Jan. 31, 1892.*

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams .....	10	413	41.3	H. L. Pierce..	5	269	53.4
Agassiz .....	8	337	42.1	Hugh O'Brien.	15	775	51.7
Allston .....	13	692	53.2	Hyde .....	12	610	50.8
Bennett .....	10	524	52.4	J. A. Andrew.	14	713	50.9
Bigelow .....	14	730	52.1	Lawrence ....	17	802	47.2
Bowditch....	8	382	47.8	Lewis .....	13	726	55.8
Bowdoin ....	9	357	39.7	Lincoln .....	10	565	56.5
Brimmer ....	14	637	45.5	Lowell .....	14	767	54.8
Bunker Hill .	14	534	38.1	Lyman .....	12	582	48.5
Chapman....	11	579	52.6	Martin .....	8	350	43.8
Chas. Sumner	13	660	50.8	Mather .....	12	609	50.8
Comins .....	10	574	57.4	Minot .....	6	320	53.3
Dearborn ...	13	668	51.4	Mt. Vernon...	6	240	40.0
Dillaway ....	11	596	54.2	Norcross.....	14	681	48.6
Dudley .....	14	598	42.7	Phillips .....	15	791	52.7
Dwight .....	13	652	50.2	Prescott .....	12	487	40.6
Edw. Everett.	11	600	54.5	Prince.....	10	518	51.8
Eliot.....	20	988	49.4	Quincy .....	11	524	47.6
Emerson ....	15	735	49.0	Rice.....	10	476	47.6
Everett .....	13	685	52.7	Sherwin .....	11	576	52.4
Franklin ....	14	708	50.6	Shurtleff.....	13	661	50.8
Frothingham.	12	634	52.8	Stoughton ...	10	438	43.8
Gaston .....	13	754	58.0	Thos. N. Hart.	9	460	51.1
Geo. Putnam.	7	361	51.6	Tileston .....	2	131	65.5
Gibson .....	8	428	53.5	Warren .....	13	699	51.5
Hancock ....	13	622	47.8	Wells .....	11	542	49.3
Harris .....	7	327	46.7	Winthrop ....	16	719	44.9
Harvard ....	13	622	47.8	Totals.....	632	31,398	49.7

## PRIMARY SCHOOLS.

*Number of Pupils to a Teacher, Jan. 31, 1892.*

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams .....	6	282	47.0	Henry L. Pierce	4	198	49.5
Agassiz .....	4	203	50.8	Hugh O'Brien ..	12	686	57.2
Allston .....	9	540	60.0	Hyde .....	9	502	55.8
Bennett ....	7	338	48.3	J. A. Andrew ..	11	608	55.3
Bigelow ....	12	704	58.7	Lawrence .....	17	936	55.1
Bowditch ...	6	303	50.5	Lewis .....	9	524	58.2
Bowdoin ...	7	328	46.9	Lincoln .....	6	308	51.3
Brimmer ...	8	390	48.8	Lowell .....	16	902	56.4
Bunker Hill.	11	377	34.3	Lyman .....	8	404	50.5
Chapman ...	6	298	49.7	Martin .....	3	142	47.3
Ch's Sumner	10	540	54.0	Mather .....	11	493	44.8
Comins .....	6	274	45.7	Minot .....	4	233	58.3
Dearborn ..	12	621	51.8	Mt. Vernon ...	5	155	31.0
Dillaway ...	7	371	53.0	Norcross .....	13	649	49.9
Dudley .....	13	656	50.5	Phillips .....	7	394	56.3
Dwight .....	10	516	51.6	Prescott .....	7	360	51.4
Edw. Everett	8	451	56.4	Prince ....	4	243	60.8
Eliot .....	9	459	51.0	Quincy .....	11	643	58.5
Emerson ...	10	589	58.9	Rice .....	8	368	46.0
Everett .....	10	529	52.9	Sherwin .....	9	432	48.0
Franklin ...	12	571	47.6	Shurtleff .....	6	345	57.5
Frothingham	9	468	52.0	Stoughton .....	4	267	66.5
Gaston .....	9	443	49.2	Thos. N. Hart .	9	526	58.4
Geo. Putnam	4	285	71.2	Tileston .....	2	70	35.0
Gibson .....	6	304	50.7	Warren .....	7	373	53.3
Hancock ....	17	974	57.3	Wells .....	16	878	54.9
Harris .....	6	287	47.8	Winthrop .....	6	306	51.0
Harvard ....	12	636	53.0	Totals .....	470	24,682	52.5

## PRIMARY SCHOOLS.

*Number of Pupils promoted to Grammar Schools for the five months ending Jan. 31, 1892.*

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams .....	54	49	103	Henry L. Pierce ....	29	22	51
Agassiz .... .	22	19	41	Hugh O'Brien .....	119	69	188
Allston .....	53	82	135	Hyde .....	43	57	100
Bennett.....	41	43	84	John A. Andrew ....	49	44	93
Bigelow.....	77	56	133	Lawrence .....	97	36	133
Bowditch .....	36	39	75	Lewis .....	60	74	134
Bowdoin .. .	35	43	78	Lincoln .....	55	24	79
Brimmer. ....	41	20	61	Lowell .....	104	99	203
Bunker Hill.....	46	66	112	Lyman.....	55	40	95
Chapman .....	49	47	96	Martin .....	18	22	40
Charles Sumner ....	67	62	129	Mather.....	60	62	122
Comins .....	49	33	82	Minot .....	29	26	55
Dearborn .....	82	51	133	Mt. Vernon.....	27	26	53
Dillaway.....	37	46	83	Norcross .....	25	72	97
Dudley .....	71	73	144	Phillips .....	18	16	34
Dwight .....	54	83	137	Prescott .....	48	43	91
Edward Everett.....	58	49	107	Prince .....	26	39	65
Eliot .....	49	23	72	Quincy.....	51	33	84
Emerson .....	61	67	128	Rice .....	20	26	46
Everett .....	64	64	128	Sherwin.....	54	49	103
Franklin .....	77	82	159	Shurtleff .....	36	32	68
Frothingham .....	86	71	157	Stoughton .....	34	25	59
Gaston.....	45	89	134	Thomas N. Hart ....	78	40	118
George Putnam.....	27	24	51	Tileston.....	6	12	18
Gibson.....	39	30	69	Warren .....	42	54	96
Hancock .....	74	73	147	Wells .....	110	118	228
Harris .....	33	37	70	Winthrop .....	11	16	27
Harvard .....	41	40	81	Totals .....	2772	2,637	5,409

## GRAMMAR SCHOOLS.

*Number of Diploma-Scholars, June, 1891. Number of these admitted to High and Latin Schools, September, 1891.*

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams .....	17	11	28	13	H'n'y L. Pierce	15	18	33	18
Agassiz .....	32	....	32	22	Hugh O'Brien	48	42	90	62
Allston .....	35	46	81	50	Hyde .....	....	30	30	15
Bennett .....	23	23	46	29	J. A. Andrew.	18	19	37	16
Bigelow .....	37	....	37	16	Lawrence ....	69	....	69	27
Bowditch .....	....	35	35	28	Lewis .....	35	45	80	71
Bowdoin .....	....	34	34	18	Lincoln .....	35	....	35	16
Brimmer .....	33	....	33	12	Lowell .....	26	26	52	27
Bunker Hill ...	14	33	47	18	Lyman .....	33	17	50	20
Chapman .....	28	23	51	23	Martin .....	18	31	49	18
Chas. Sumner .	21	18	39	19	Mather .....	20	23	43	27
Comins .....	15	27	42	16	Minot .....	13	13	26	19
Dearborn .....	15	32	47	23	Mt. Vernon ..	8	17	25	19
Dillaway .....	....	44	44	35	Norcross ....	....	31	31	10
Dudley .....	46	...	46	31	Phillips .....	38	....	38	15
Dwight .....	52	....	52	46	Prescott .....	15	25	40	20
Edward Everett	21	24	45	34	Prince .....	13	34	47	33
Eliot .....	46	....	46	19	Quincy .....	34	....	34	8
Emerson .....	21	24	45	23	Rice .....	47	....	47	36
Everett .....	...	75	75	47	Sherwin .....	33	....	33	9
Franklin .....	....	57	57	30	Shurtleff .....	....	52	52	17
Frothingham ..	19	26	45	26	Stoughton ....	20	26	46	33
Gaston .....	....	50	50	26	Thos. N. Hart	32	....	32	20
George Putnam	13	19	32	27	Tileston .....	5	5	10	6
Gibson .....	22	22	44	44	Warren .....	20	24	44	22
Hancock .....	....	38	38	8	Wells .....	....	38	38	13
Harris .....	15	13	28	20	Winthrop .....	....	52	52	23
Harvard .....	20	31	51	18	Totals .....	1140	1273	2413	1341

## REPORT ON ORGANIZATION,

GRADES.	Adams.	Agassiz.	Allston.	Bennett.	Bigelow.
<b>GRAMMAR:</b>					
Class I. . . . . {	34	35	45	52	60
I. and II. . . . . {				55	
II. . . . . {	43	55	50 50		47 41
II. and III. . . . . {				56	
III. . . . . {	33 34	56	54 56	58	57 57
III. and IV. . . . . {				54	
IV. . . . . {	39 37	54	50 47 47	55	56 55 56
IV. and V. . . . . {		56			
V. . . . . {	39 37	58	48 50 50	50 51	54 52 52
V. and VI. . . . . {					
VI. . . . . {	58 59	53 56	51 52 50	48 46	49 51 49
Ungraded . . . . . {					
<b>PRIMARY:</b>					
Class I. . . . . {		50	56 55 56	50	58 59 56
I. and II. . . . . {	41 42				
II. . . . . {		51	54 52 56	52 51	55 58 55 54
II. and III. . . . . {	42 43	52		29	
III. . . . . {	54 54	64	42 45 68 67	50 66	57 57 53 56 53 52
I., II., and III. . . . {				40	
Kindergarten . . . . {				61	

OCTOBER 31, 1891.

Bowditch.	Bowdoin.	Brimmer.	Bunker Hill.	Chapman.	Chas. Sumner.	Comins.	Dearborn.
47	29	36	45	48	47	49	44
52	42	47 48	54	60	42 44	40 50	44 46
58	35 36	46 47	51 49	43 53	46 43	46 51	50 44
60	45	44 49	36 37 43	54 54	56 57	57 55	55 54
					42		
57	44 46	46 52 48	35 36 35	53 51 38 38	57 60	58 58	55 51 55
57					56		
56	40 51	45 44 44	34 34 33	46 37	57 56	59 59	56 55 58
		45	16				
52	43 57	37 50	30 29 33	43 42	58 58	37 38	54 52 43
60					59		
55	42 61	47 50 46	41 42	43 45	60	42 46	52 56 45
56	42		34 38		57		
44 43	42 49	49 56 50	31 39 36 28	60 68	92 56	55 53	53 53 64 56 53 51
					41 28		
	67	49		50		68 58	63

<sup>1</sup> Including 16 of Class VI.<sup>2</sup> Special assistant, class soon afterwards divided into two classes.<sup>3</sup> Special assistant.

## REPORT ON ORGANIZATION,

GRADES.	Dillaway.	Dudley.	Dwight.	Edward Everett.	Eliot.
GRAMMAR :					
Class I. . . . . {	44	48	51	49	48
I. and II. . . . . {					
II. . . . . {	50	43 44	47 46	60	56 56
II. and III. . . . . {	55			57	
III. . . . . {	56 59	48 43	43 53	54	55 56
III. and IV. . . . . {				53	
IV. . . . . {	56 56	49 48	56 54 47	54	53 53
IV. and V. . . . . {		36		57	52
V. . . . . {	60 60	50 47	53 58	54 53	49 45
V. and VI. . . . . {					
VI. . . . . {	55 57	57 58	56 54	53 54	55 55 56
Ungraded. . . . . {		29	36		23 33 36 46 51 40 43 35
PRIMARY :					
Class I. . . . . {	53	55 51 47	41 41	58	49
I. and II. . . . . {	58 56	42	61	49 57	51
II. . . . . {	53	54 57 56	55 52	48	50 52 54
II. and III. . . . . {		52	56	49 187	
III. . . . . {	57 46 43	53 44 53 54 51	58 53 55 36	52 55	51 55 49 49
I., II., and III. . . . {					
Kindergarten . . . . {	48		49		

<sup>1</sup> Special assistant.

OCTOBER 31, 1891. — *Continued.*

Emerson.	Everett.	Franklin.	Frothingham.	Gaston.	George Putnam.	Gibson.	Hancock.
48	69	47	51	38 36		47	36
					49		
57	52 56	54 52	58	54		52	32
			50		56		
53 48	55 58	57 57	51	57 58		43	48
36					57	56	
55 54	52 59	56 51 53	56 53	57 59 63		61	47 53
					56		
55 50 54 53	53 58 58	54 54	60 59	60 61 57		40 41	56 55
					56		
53 57	58 57	52 51 50	57 57 54	57 56 53	56	57 38	58 59
51 33		30	35		32		42 45 50 43
56 58	55 57 59	54 36	50 52 51	52 55	56		60 61 61
		51		50	56	51 59	
56 58 58	57 59 58	55 56 41 52	51 46 48	57 56			55 60 55 57 56
60					54	46 64	
45 67 69 58	49 48 46 51	53 56 54 52 47	57 57 57	65 59 50	57 59	49	60 55 57 59 57 58 70 55
						51	
	53	26			39		

<sup>2</sup> Including 15 of Class V.<sup>3</sup> Composed of 17 grammar pupils, Class VI., and 16 primary, Class I.

## REPORT ON ORGANIZATION,

GRADES.	Harris.	Harvard.	H. L. Pierce.	Hugh O'Brien.	Hyde.	John A. Andrew.
<b>GRAMMAR :</b>						
Class I. . . . . {	29	48	33	50	43	39
I. and II. . . . . {						
II. . . . . {	50	56		58 55	48 45	58
II. and III. . . . . {			44			
III. . . . . {	57	48 53		51 51	44 43	54 53
III. and IV. . . . . {			52			
IV. . . . . {	55	54 48		52 55 52	50 48	49 50 52
IV. and V. . . . . {			52			
V. . . . . {	52	50 53 56		57 56 56	52 54 54	56 56 55
V. and VI. . . . . {			41			
VI. . . . . {	49 37	53 46 45	55	63 61 63	52 56	56 54 56
Ungraded . . . . . {		25			41	44
<b>PRIMARY :</b>						
Class I. . . . . {	40 55	52 55 46		52 54	57 57	53 52 55
I. and II. . . . . {			79	53 53 54		
II. . . . . {	46 52	56 56 51 54	43	51 55	62 60 58	53 56 55 53
II. and III. . . . . {				51		
III. . . . . {	51 56	54 53 62 60 63	43 46	53 53 59 57 54	53 58 56 57	60 60 60 58
I., II., and III. . . . {						
kindergarten . . . . {		59			58 61	

1 A special assistant.

OCTOBER 31, 1891. — *Continued.*

Lawrence.	Lewis.	Lincoln.	Lowell.	Lyman.	Martin.	Mather.	Minot.
53	45 44	50	45 50	46	48	46	28
49 54	55 54	55	56	52	48	57	42
		54					
47 48 36	57 57	54	50 50	47 48	45	50 53	49
50 53 52	62 59	51	53 51 51	56 52	44	56 55	51
50 55 54	60 59 59	44 59 58	55 56 54	48 41 47	42 43	55 55 39	55
							40
51 47 47	62 60	56 57 40	57 58 58	47 49 49	42 41	55 52	52
37 29						38	
46 41 48 55 52	47 53	54 52	61 61 54	48 41	47	51 51	53
	45 56		52			51	
45 40 49 51 51	48	50 47	51 52 48 56 54	52 52 46	45	45 46 43	54
	52		51 53 57			52	
49 60 52 66 59 50 86	56 54 56 73	61 59	56 66 50 57	54 53 58	53	50 28 47 38	54 56
							17
63	55			58		55	48

<sup>1</sup> A special assistant.<sup>2</sup> Including the ungraded.<sup>3</sup> Adams street.

## REPORT ON ORGANIZATION,

GRADES.	Mt. Vernon.	Norcross.	Phillips.	Prescott.	Prince.	Quincy.
<b>GRAMMAR :</b>						
Class I. . . . . {		36	48	45	47 <sup>2</sup> 23	39
I. and II. . . . . {	56					
II. . . . . {		60	54	59	54	36
II. and III. . . . . {			55		56	
III. . . . . {	37	53 52	54	50 50	57	48
III. and IV. . . . . {						
IV. . . . . {	36	61 58	56 58 54	56 47	55	51 52
IV. and V. . . . . {					55	
V. . . . . {	34	48 50 42 42	56 55 56	45 45	56	49 49
V. and VI. . . . . {					58	
VI. . . . . {	54	45 46 50 47	57 57 56	50 45	57	56 57 52
Ungraded . . . . . {	126		35 35			45
<b>PRIMARY :</b>						
Class I. . . . . {	31	50 43 49	62	58 55	55	57 56 58
I. and II. . . . . {			39			
II. . . . . {	27	53 47 54 58	60 60	52 50	53 <sup>3</sup> 88	47 54 54
II. and III. . . . . {			60			58 55
III. . . . . {	37	41 54 40 58 57 63	61 64	36 57 57	492	468 482 55
I., II., and III. . . . {	240 <sup>1</sup> 22					
Kindergarten . . . {			62	40	41	53

<sup>1</sup> The Germantown School.<sup>3</sup> Small rented room.<sup>2</sup> Baker street.<sup>4</sup> Special assistant.

OCTOBER 31, 1891. — *Concluded.*

Rice.	Sherwin.	Shurtleff.	Stough- ton.	Thos. N. Hart.	Tileston.	Warren.	Wells.	Win- throp.
43	39	56	26 26	31		45	40	61
					43			
56	56	56	44 524	51		56	49	46 44
43 38	54 52	43 46	50	51		58 62	55	51 49
			56	51	42			
45 46	54 55	54 55	49	58		58 57	40 41	47 48 46
53 53	53 52 32	52 54 51 52	53	52 55		49 49 52	48 46	49 51 51 38
			559		48			
50 49	50 50	53 52 50	49	56 58		50 49 48	61 63	46 46 44
	35					31	33 35 34	39
52 53	52 31	45 56	52	60 56 57		55 46	52 53 49 48	51
			4 563		32			
45 43 46	57 41 47	58 60	58	55 54 53		50 49	57 57 56 58 59	53 53
	53							
60 70	68 40 58	57 72	49 46	61 56 81	35	60 54 58	59 60 59 57 60 59	57 58
56		42	54	65			63	58

<sup>4</sup> Special assistant.<sup>6</sup> Bailey street.

## AVERAGE AGE OF PUPILS BY CLASSES,

OCTOBER 31, 1891.

NOTE.—Averages expressed in years and tenths of a year.

SCHOOLS.	CLASSES.						UN- GRADED.	PRIMARY.			KINDER- GARTEN.
	I.	II.	III.	IV.	V.	VI.		I.	II.	III.	
Boys' Latin . . . .	17.9	17.2	16.2	15.4	14.4	13.0	15.0				
Girls' Latin . . . .	18.5	17.7	17.0	16.0	14.5	13.1	15.3				
English High . . . .	17.7	17.2	16.2	15.5							
Girls' High . . . .	18.3	17.3	16.6	15.5							
Brighton High . . .		18.0	16.3	15.4							
Charlestown High . .	18.5	17.4	17.0	15.6							
Dorchester High . .		17.1	16.3	15.6							
East Boston High . .		17.9	16.9	15.9							
Roxbury High . . .	18.8	17.5	16.4	15.5							
W. Roxbury High . .	18.7	17.2	16.7	15.6							
Adams . . . . .	14.6	14.1	13.4	12.4	11.2	10.4		8.9	8.6	6.8	
Agassiz . . . . .	14.2	13.9	12.9	12.4	12.1	10.4		9.3	7.8	6.4	
Allston . . . . .	14.3	13.7	12.8	11.8	10.9	9.8		8.4	7.5	6.3	
Bennett . . . . .	14.9	14.1	13.3	12.9	11.4	10.6		9.3	8.0	6.2	4.2
Bigelow . . . . .	14.3	13.7	12.9	12.0	10.7	10.1		9.2	7.8	6.3	
Bowditch . . . . .	15.1	14.3	13.5	12.3	11.0	10.4		9.3	7.3	6.3	4.4
Bowdoin . . . . .	15.1	14.5	13.3	13.0	11.7	10.5		9.1	8.0	6.8	4.3
Brimmer . . . . .	15.3	14.1	13.5	11.8	11.1	10.1	12.5	8.6	7.7	6.2	4.1
Bunker Hill . . . .	14.8	14.0	13.1	12.3	11.2	10.3	12.0	9.2	8.0	6.5	
Chapman . . . . .	15.5	14.7	13.4	12.8	11.1	9.8		8.9	7.7	6.4	3.8
Charles Sumner . . .	15.0	14.3	13.0	12.5	11.2	9.8		8.4	7.3	5.7	
Comins . . . . .	14.5	13.5	12.8	12.6	11.3	10.2		8.5	7.2	5.7	4.3
Dearborn . . . . .	15.0	13.5	13.3	12.7	11.7	10.2		9.5	8.7	6.5	4.3
Dillaway . . . . .	15.2	14.1	13.0	11.3	11.0	9.6		8.3	7.5	6.2	4.5
Dudley . . . . .	14.9	13.1	13.5	12.1	11.5	9.9	12.8	8.9	7.9	6.4	
Dwight . . . . .	15.2	14.5	13.7	12.3	11.0	9.6	11.2	8.5	7.9	6.4	4.1
Edward Everett . . .	15.2	14.0	13.4	12.3	11.4	10.3		8.7	7.7	6.3	
Eliot . . . . .	14.3	13.8	12.1	12.6	11.9	10.9		12.2	11.0	11.5	4.1
Emerson . . . . .	15.5	14.0	13.6	12.9	11.9	10.7	11.0	9.4	8.5	6.6	4.3
Everett . . . . .	15.1	14.7	13.0	12.4	11.5	10.1		8.6	7.9	6.6	4.2
Franklin . . . . .	15.3	14.3	13.2	12.4	11.4	10.3	12.1	9.1	7.7	6.2	4.4
Frothingham . . . .	15.0	13.9	12.9	12.0	11.3	9.9	12.0	8.6	7.4	6.2	

AVERAGE AGE OF PUPILS BY CLASSES,  
OCTOBER 31, 1891.

NOTE.—Averages expressed in years and tenths of a year.

SCHOOLS.	CLASSES.						UN- GRADED.	PRIMARY.			KINDER- GARTEN.
	I.	II.	III.	IV.	V.	VI.		I.	II.	III.	
Gaston . . . . .	15.4	14.1	13.3	12.4	11.2	10.0		8.6	7.3	6.2	
George Putnam . .	14.8	14.4	13.3	12.3	12.1	10.2	11.5	9.0	8.2	6.2	4.
Gibson . . . . .	14.8	14.2	13.1	12.0	11.7	10.9		8.4	7.7	6.2	
Hancock . . . . .	14.8	14.2	12.8	12.0	11.0	10.6	11.9	9.1	8.0	6.5	4.5
Harris . . . . .	14.9	13.9	12.9	12.5	11.6	10.6		9.3	7.9	6.3	
Harvard . . . . .	15.0	13.7	13.0	12.4	11.6	10.0	11.5	8.8	7.9	6.5	4.4
Henry L. Pierce . .	14.6	14.5	13.1	12.8	11.8	10.4		8.9	8.2	6.4	
Hugh O'Brien . . .	14.7	14.0	13.3	12.4	11.6	10.4		9.0	8.0	6.2	
Hyde . . . . .	15.0	14.3	13.3	12.6	11.6	10.2	11.2	9.3	8.3	6.5	4.2
John A. Andrew . .	14.7	14.3	13.3	12.7	11.3	10.3	12.1	8.5	7.7	6.4	
Lawrence . . . . .	13.9	13.4	12.9	12.4	11.4	10.4	10.5	9.1	8.0	6.5	4.0
Lewis . . . . .	14.8	13.9	13.1	11.8	10.9	9.5		8.7	8.2	6.4	4.9
Lincoln . . . . .	13.9	13.6	12.6	12.0	10.9	10.1	9.4	8.4	7.5	5.8	
Lowell . . . . .	14.3	13.6	13.2	12.1	11.0	10.0		8.2	7.6	5.8	
Lyman . . . . .	14.9	14.2	12.7	12.2	11.8	10.8		8.8	8.2	6.5	4.7
Martin . . . . .	14.6	14.2	13.2	12.5	11.4	9.5		8.0	7.0	5.7	*
Mather . . . . .	14.6	14.0	13.0	12.7	11.8	10.2	11.7	8.6	7.8	6.7	4.6
Minot . . . . .	14.3	13.9	13.2	12.3	11.3	10.2		8.7	7.9	6.6	4.1
Mt. Vernon . . . .	14.0	14.5	12.8	11.8	11.5	10.1	12.3	8.6	7.8	6.1	
Norcross . . . . .	14.8	13.7	13.1	12.6	11.7	10.7		9.2	8.2	6.4	
Phillips . . . . .	14.6	13.8	13.7	12.6	11.6	10.4	12.0	9.6	8.2	6.6	4.2
Prescott . . . . .	15.1	13.8	13.0	12.9	11.1	11.1		8.7	7.5	6.2	4.3
Prince . . . . .	15.2	14.2	13.3	12.3	10.8	9.9		8.9	8.0	6.0	5.0
Quincy . . . . .	14.3	13.9	13.2	12.8	12.0	10.5	11.6	9.2	7.7	6.4	4.4
Rice . . . . .	15.0	14.0	13.3	12.2	11.6	10.9		9.3	8.3	6.7	4.6
Sherwin . . . . .	14.5	14.2	13.2	12.3	11.5	10.1	12.3	8.9	7.6	5.9	
Shurtleff . . . . .	15.2	14.2	14.1	13.0	11.8	10.0		8.5	7.7	6.4	4.7
Stoughton . . . . .	14.8	13.8	12.6	11.5	11.1	9.9		8.6	7.2	6.3	4.6
Thomas N. Hart . .	15.3	13.8	13.2	12.5	11.2	9.9		8.9	7.4	6.3	4.0
Tileston . . . . .	14.6	13.1	12.8	11.8	10.6	9.2		8.9	7.8	6.2	
Warren . . . . .	15.7	14.2	13.6	12.6	11.4	10.3	11.1	8.6	7.6	6.3	
Wells . . . . .	14.4	13.9	13.1	12.6	11.7	10.5	11.8	8.5	7.8	6.2	3.9
Winthrop . . . . .	14.7	14.1	13.4	12.3	11.6	10.4	10.6	9.7	7.4	6.3	4.2



REPORT  
OF  
COMMITTEE ON ACCOUNTS.



# TWENTY-FOURTH ANNUAL REPORT.

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## COMMITTEE ON ACCOUNTS.

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Boston, March 1, 1892.

*To the School Committee:*

The Committee on Accounts present to the Board the expenditures of the public schools from May 1, 1891, to January 31, 1892, a period of nine months, which covers the financial year of 1891-2 as fixed by the City Council.

As this report, therefore, is for only a portion of a year of twelve months, the usual comparisons with the expenses of previous years are not given.

In former reports (which were not presented until June) the average number of pupils attending the public schools was taken from the Superintendent's annual report. As this year's report has not yet been presented, no statement of the number of pupils belonging to the various grades of schools that would compare with that of previous years can be given.

On May 12, 1891, the following order was passed by the School Committee :

*Ordered*, That the Superintendent of Public Buildings of the city of Boston, acting under the direction of the Committee on School-Houses of the School Committee, be authorized to make the necessary repairs upon school buildings and furniture, purchase the furniture needed, employ whatever assistance may be necessary, and perform such duties as are required to keep the school property in a satisfactory condition, for

the present financial year, to an amount not exceeding in aggregate two hundred thousand dollars (\$200,000).

*Ordered*, That the bills and rolls representing the expenditures incurred in carrying out the provisions of the foregoing order, after having been approved by the Committee on School-Houses of the School Committee, be presented to the Committee on Accounts on or before the fifteenth day of each month, accompanied by a tabulation of said bills and rolls.

In addition to the above amount, an appropriation of \$5,000 was granted under date of December 8, 1891, for school-house repairs. All of the running expenses of the schools during the year, except \$465 expended for flag-staffs in Brighton by vote of the City Council, have been approved by this committee; heretofore the bills for furniture and repairs on school-houses were sent directly to the City Auditor without such approval.

Under dates of January 27 and February 10, 1891, this committee presented to the Board the estimated amount required for carrying on the schools exclusive of new school-houses. The estimates submitted, approved by the School Committee and forwarded to His Honor the Mayor, for ordinary expenses, were as follows :

Salaries of instructors . . . . .	\$1,398,400
Salaries of officers . . . . .	60,900
Salaries of janitors . . . . .	106,600
Fuel, gas, and water . . . . .	79,200
Supplies and incidentals . . . . .	99,500
Furniture, repairs, etc. . . . .	260,600
Total ordinary expenses . . . . .	<u>\$2,005,200</u>

The City Council granted the School Committee, for expenses of the public schools for the nine months ending January 31, 1892, the sum of \$1,500,000. The City Auditor added \$838.18 received from the State of Massachusetts on account of travelling expenses of pupils in the Horace Mann School, making the total available amount \$1,500,838.18.

The ordinary expenses the past nine months were as follows :

*School Committee.*

Salaries of instructors . . . . .	\$1,034,210	26
Salaries of officers . . . . .	45,638	33
Salaries of janitors . . . . .	78,652	64
Fuel, gas, and water . . . . .	56,665	22
Supplies and Incidentals :		
Books . . . . .	\$37,965	01
Printing . . . . .	3,735	77
Stationery and drawing materials . . . . .	12,343	26
Miscellaneous items . . . . .	26,118	53
		<hr/>
	80,162	57
School-house repairs, etc. . . . .	204,879	27
		<hr/>
Expended from the appropriation . . . . .	\$1,500,208	29
Expended from income of Gibson Fund . . . . .	652	32
		<hr/>
<sup>1</sup> Total expenditure . . . . .	\$1,500,860	61
Total income . . . . .	31,352	81
		<hr/>
Net expenditure, School Committee . . . . .	\$1,469,507	80
		<hr/>

Your committee in preparing the estimates stated that the probable income would be as follows :

Non-residents, State and City . . . . .	\$13,500
Trust-funds and other sources . . . . .	24,500
	<hr/>
Total estimated income . . . . .	\$38,000
	<hr/>

<sup>1</sup>The City Council voted to place flag-staffs on the school-houses in Brighton. The City Auditor charged the expense (\$465) to the running expenses of the schools, thus increasing this charge to \$1,501,325.61.

The estimated income was for the year of twelve months. The income collected during the nine months, or the financial year, was as follows :

Non-residents, State and City .	\$8,516 02
Trust-funds and other sources .	21,295 85
Sale of books . . . . .	107 26
State of Massachusetts, travel- ling expenses pupils Horace Mann School . . . . .	838 18
Rents, etc. school-houses .	595 50
Total income . . . . .	<u>\$31,352 81</u>

The gross expenditures for the past nine months, compared with those for the corresponding time last year, show an increase as follows :

Salaries of instructors, increased . . . . .	\$25,988 63
Salaries of officers, increased . . . . .	736 00
Salaries of janitors, increased . . . . .	1,750 44
Fuel, gas, and water, increased . . . . .	312 83
Supplies and incidental expenses, increased . . . . .	9,403 37
	<u>\$38,191 27</u>
School-houses, repairs, alterations, etc., decreased . . . . .	23,103 22
Increase for nine months . . . . .	<u>\$15,088 05</u>

Of the \$25,988.63 increase in salaries of instructors, nearly thirty-three per cent. was for services in our High Schools, and a large portion of the balance was occasioned by the appointment of additional teachers for Kindergartens and Manual Training Schools lately established.

During the nine months, \$45,331.21 were paid for instruction by special teachers, as follows :

Sewing, 30 teachers, 258 divisions . . . . .	\$13,283 17
Music, 5 instructors . . . . .	9,900 00
Drawing: director . . . . .	2,250 00
assistant . . . . .	300 00
Modern languages: director . . . . .	2,250 00
two assistants . . . . .	2,250 00
<i>Carried forward,</i>	<u>\$30,233 17</u>

<i>Brought forward,</i>	\$30,233 17
Physical training: director . . . . .	2,250 00
assistant . . . . .	1,260 00
Manual training: 4 teachers of carpentry . . . . .	1,986 62
7 teachers in schools of cookery . . . . .	3,098 42
Military drill: 1 instructor and armorer . . . . .	2,100 00
Kindergarten methods, instructor . . . . .	810 00
Illustrative drawing, instructor . . . . .	450 00
Calisthenics and elocution, 2 instructors . . . . .	1,125 00
Chemistry: 1 instructor . . . . .	1,215 00
assistant . . . . .	603 00
Service on Spectacle Island . . . . .	200 00
Total for special instructors . . . . .	<u>\$45,331 21</u>

The number of temporary teachers employed was 84, of whom 8 were for service in the High Schools, 42 in the Grammar Schools, and 34 in the Primary Schools.

The number of special assistants employed in the lowest classes of the Primary Schools was 45.

The following shows the total net cost of carrying on each grade of schools for the past nine months. It includes not only the expenses directly chargeable to each grade, which expenses are given later in this report, but, in addition, the *pro rata* share of the general expenses and income. It comprises all of the ordinary expenses of the schools, including furniture, repairs, etc.

#### NORMAL, LATIN AND HIGH SCHOOLS.

Salaries of instructors . . . . .	\$165,276 64
Salaries of janitors . . . . .	8,988 20
Books, drawing materials, and stationery . . . . .	9,073 44
Other supplies and miscellaneous items . . . . .	2,498 32
Fuel, gas, and water . . . . .	6,600 29
Furniture, repairs, etc. . . . .	15,347 46
Proportion of general expenses . . . . .	13,911 77
Total cost . . . . .	<u>\$221,696 12</u>
Income from sale of books . . . . .	\$40 48
Income from non-resident tuition . . . . .	4,180 34
Proportion of general income . . . . .	<u>3,162 90</u>
	7,383 72
Net cost . . . . .	<u>\$214,312 40</u>

## GRAMMAR SCHOOLS.

Salaries of instructors . . . . .	\$531,566 59
Salaries of janitors . . . . .	37,671 50
Books, drawing materials, and stationery . . . . .	32,295 88
Other supplies and miscellaneous items . . . . .	2,580 98
Fuel, gas, and water . . . . .	27,529 58
Furniture, repairs, etc. . . . .	95,728 84
Proportion of general expenses . . . . .	48,699 78
Total cost . . . . .	<u>\$776,073 15</u>
Income from sale of books . . . . .	\$37 84
Income from non-resident tuition . . . . .	149 17
Proportion of general income . . . . .	<u>11,072 12</u>
	<u>11,259 13</u>
Net cost . . . . .	<u>\$764,814 02</u>

## PRIMARY SCHOOLS.

Salaries of instructors . . . . .	\$251,667 95
Salaries of janitors . . . . .	29,302 67
Books, drawing materials, and stationery . . . . .	4,728 87
Other supplies and miscellaneous items . . . . .	1,948 06
Fuel, gas, and water . . . . .	18,978 49
Furniture, repairs, etc. . . . .	70,962 86
Proportion of general expenses . . . . .	25,280 69
Total cost . . . . .	<u>\$402,869 59</u>
Income from sale of books . . . . .	\$25 49
Proportion of general income . . . . .	<u>5,747 68</u>
	<u>5,773 17</u>
Net cost . . . . .	<u>\$397,096 42</u>

## HORACE MANN SCHOOL.

Salaries of instructors . . . . .	\$8,016 00
Salaries of janitors . . . . .	614 67
Books, drawing materials, and stationery . . . . .	51 91
Other supplies, car-fares, and miscellaneous items . . . . .	1,329 40
Fuel, gas, and water . . . . .	403 76
Furniture, repairs, etc. . . . .	430 54
Proportion of general expenses . . . . .	726 19
Total cost . . . . .	<u>\$11,572 47</u>
<i>Carried forward,</i>	<u>\$11,572 47</u>

<i>Brought forward,</i>	\$11,572 47
Income from the State for tuition and travel- ling expenses of pupils . . . . \$5,002 74	
Proportion of general income . . . . 165 10	
	<hr/> 5,167 84
Net cost . . . . .	<hr/> <u>\$6,404 63</u>

## KINDERGARTENS.

Salaries of instructors . . . . .	\$26,914 54
Salaries of janitors . . . . .	690 50
Books, drawing materials, and stationery . . . .	53 51
Kindergarten supplies . . . . .	554 37
Pianos and stools . . . . .	353 00
Other supplies and miscellaneous items . . . .	576 89
Fuel, gas, and water . . . . .	446 39
Furniture, repairs, etc. . . . .	5,378 93
Proportion of general expenses . . . . .	2,341 22
	<hr/>
Total cost . . . . .	\$37,309 35
Proportion of general income . . . . .	532 29
	<hr/>
Net cost . . . . .	<hr/> <u>\$36,777 06</u>

## EVENING HIGH AND ELEMENTARY SCHOOLS.

Salaries of instructors . . . . .	\$23,635 50
Salaries of janitors . . . . .	1,253 10
Books, drawing materials, and stationery . . . .	1,235 81
Other supplies and miscellaneous items . . . .	25 93
Fuel, gas, and water . . . . .	1,832 04
Furniture, repairs, etc. . . . .	1,087 06
Proportion of general expenses . . . . .	1,946 28
	<hr/>
Total cost . . . . .	\$31,015 72
Income from sale of books . . . . .	\$3 45
Proportion of general income . . . . .	442 50
	<hr/>
Net cost . . . . .	<hr/> <u>\$30,569 77</u>

## EVENING DRAWING SCHOOLS.

Salaries of instructors . . . . .	\$3,988 00
Salaries of janitors . . . . .	132 00
Drawing materials and stationery . . . . .	675 56
Other supplies and miscellaneous items . . . . .	12 15
Fuel, gas, and water . . . . .	392 62
Furniture, repairs, etc. . . . .	2,449 18
Proportion of general expenses . . . . .	512 16
<hr/>	
Total cost . . . . .	\$8,161 67
Income from non-resident tuition . . . . .	\$21 95
Proportion of general income . . . . .	116 44
<hr/>	
	138 39
<hr/>	
Net cost . . . . .	\$8,023 28
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## MANUAL TRAINING SCHOOLS.

Salaries of instructors . . . . .	\$5,085 04
Books, drawing materials, and stationery . . . . .	54 71
Lumber and hardware . . . . .	1,050 15
Crockery, groceries, and kitchen materials . . . . .	443 96
Other supplies, models, and miscellaneous items . . . . .	1,634 39
Fuel, gas, and water . . . . .	110 02
Furniture, repairs, etc. . . . .	2,340 07
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Total cost . . . . .	\$10,718 34
<hr/>	

The pupils attending the Manual Training Schools come from the Grammar Schools throughout the city.

Since September, 1888, when the School Board introduced Kindergartens as a part of the school system, there have been thirty-six Kindergartens established, requiring, at the present time, a force of seventy instructors. Additional Kindergartens are being established in localities where they are most needed, as rapidly as the appropriations will permit. It will require at least an average of one Kindergarten in each Grammar School District to afford reasonable ac-

commodations for all who wish to take advantage of this system of instruction. The salaries paid instructors of Kindergartens for the nine months amounted to \$26,914.54, an increase of \$4,979.97 compared with the salaries paid during the corresponding time of the preceding year.

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The Evening High School with its two branches, and sixteen Evening Elementary Schools, were opened September 28. The salaries paid instructors in these schools, from the opening until December 20, amounted to \$23,635.50.

Five Evening Drawing Schools were opened at the time fixed by the rules, October 19. During the year the salaries of instructors in these schools were classified to correspond somewhat with the system adopted in the day schools.

The salaries paid for carrying on these schools until December 20 amounted to \$3,988.

Five hundred sets of drawing instruments have been imported and furnished to these schools during the past two years at an expense of \$1,000.

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The salaries paid to janitors for nine months amounted to \$78,652.64, an increase, compared with the corresponding time last year, of \$1,750.44.

The care of the heating and ventilating apparatus now being placed in the new school-houses requires more ability and labor than the care of the apparatus in the older buildings, consequently the salaries of the janitors of the school-houses lately erected are much higher in proportion to the number of pupils accommodated than in the less modern buildings.

The new Roxbury High School-house, lately completed, requires a force of three men to do the work, at an expenditure of \$2,208 per annum, nearly four times the amount paid for the care of the building vacated.

During the past nine months the Committee on Supplies presented for approval bills to the amount of \$136,827.79, which represent the total expenditure of the School Committee outside of salaries and repairs. The income amounted to \$945.44, which deducted from the gross expenditure leaves the sum of \$135,882.35 as the net amount expended under their direction. These expenses come under the head of "Fuel, Gas, and Water," and "Supplies and Incidentals."

The information regarding the cost and methods of supplying the schools is given in the report of the Committee on Supplies lately presented.

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Non-resident pupils who attend our schools, and who are not excused from the payment of tuition, are obliged to pay the average cost of tuition for the grade of school attended.

The sum collected, which included only one-half of the year's tuition, amounted to \$4,351.46.

The amount collected from the State of Massachusetts for one-half of the year's tuition of pupils attending the Horace Mann School was \$4,164.56; making a total of \$8,516.02 received for tuition for the nine months ending January 31, 1892.

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The School Board received the following communication and referred it to this committee, under date of September 8, 1891:

CITY OF BOSTON,  
TREASURER'S OFFICE, BOSTON, Sept. 8, 1891.

*To the Honorable School Committee of the City of Boston:*

GENTLEMEN: With the school year and vacations as now established for the schools, which are likely to be continued, I beg leave to suggest that a change be made in the manner of making up the pay-

roll of instructors and employees of the School Department, by paying them their annual salaries in ten instalments instead of twelve, beginning with the pay-rolls due on the first of October next and terminating with those payable July first of each year.

It will, in my opinion, be a better system than the present one, and give better satisfaction to those employed, and at the same time facilitate the business of the Treasury Department and equalize the distribution of money.

Yours most respectfully,

ALFRED T. TURNER,

*City Treasurer.*

At a meeting of this committee, held September 21, 1891, the communication was carefully considered.

The City Treasurer was present and stated that the reason for suggesting a change was the fact that the June payment, which includes the salaries for June and July, has increased from \$74,000 in 1860, to \$224,000 in 1891; the disbursement of so large an amount of money devolves upon him a great deal of responsibility.

In no other city are the teachers paid at the school-houses, and in two of the largest cities in the Commonwealth payments are made in ten instalments.

After receiving this information, and ascertaining that legal objections existed to making the proposed change at that time, it was voted to report to the Board that the subject be referred to the Committee on Accounts of 1892.

Early in the present year the subject was again considered, and although it was thought that the plan proposed might prove more equitable as regards payments for services actually rendered, yet it was found upon inquiry that the great body of instructors were opposed to the change, and your committee were unwilling to recommend it in opposition to their wishes, as they were the ones most interested, and the committee so reported to the Board. The report was accepted, and no action taken.

The total expenditure for the public schools, including new school-houses, for the financial year 1891-2 (nine months) was as follows:

School Committee . . . . .	\$1,295,981 34
School Committee, repairs, etc. . . . .	204,879 27
City Council, flag-staffs . . . . .	465 00
Public Buildings and City Architect Departments:	
New School-houses (special) . . . . .	527,429 10
	<hr/>
Total gross expenditure . . . . .	\$2,028,754 71

Income for the nine months was as follows:

School Committee . . . . .	\$31,352 81
Sale of old school buildings and sites . . . . .	104,500 00
	<hr/>
	135,852 81
	<hr/>
Total net expenditure . . . . .	\$1,892,901 90
	<hr/> <hr/>

Your committee have added to this report the estimates for the financial year 1892-3, as prepared, approved, and presented to His Honor the Mayor, under date of December 8, 1891. The amount asked for, for ordinary expenses, was as follows:

Salaries of instructors . . . . .	\$1,435,267 00
Salaries of officers . . . . .	60,840 00
Salaries of janitors . . . . .	108,700 00
Fuel, gas, and water . . . . .	77,700 00
Supplies and incidentals . . . . .	104,900 00
School-houses — Repairs, etc. . . . .	261,000 00
	<hr/>
Total ordinary expenses . . . . .	\$2,048,407 00
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In addition there were required for extraordinary repairs, relating to ventilation and other sanitary improvements of school-houses, the sum of \$70,000; making the total amount estimated for the year 1892-3, \$2,118,407.

The City Council granted the School Committee, for expenses of the public schools, \$2,000,000. This amount will not permit any expense to be incurred for improving the defective ventilation of any of our school buildings, and reduces the amount asked for the running expenses of the schools \$48,407.

As about eighty per cent. of the amount asked for was for salaries, and as it is not probable that salaries will be reduced, the amount cut off must be saved from Fuel, Gas, and Water, Supplies, and Repairs.

It is impossible to carry on our schools without fuel, gas, and water. Something may be saved on the price, but the quantity cannot be materially reduced. The reduction must come principally from "supplies" and "repairs," and it will be a difficult matter to curtail these estimates thirteen per cent. without practising more economy than the good of the schools warrants.

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In closing this report your committee cannot refrain from stating that whatever success has been attained during the past year in the work of this department, is largely due to the zeal and interest manifested by Dr. Packard, the chairman, and Messrs. Allen and Winship, members of this committee for the year 1891. The retirement of these gentlemen was, in the opinion of their associates, an event much to be regretted. No matter how much time was required, it was freely given, and the work, however laborious, was cheerfully performed by the members of this committee for 1891 who retired last January.

For the Committee on Accounts,

BENJAMIN B. WHITTEMORE,

*Chairman.*

## SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years; also the average number of scholars. Annexations occurred as follows: Roxbury, Jan. 6, 1868; Dorchester, Jan. 3, 1870; Charlestown, Brighton, and West Roxbury, Jan. 5, 1874.

FINANCIAL YEAR.	No. of Day Scholars Belonging	No. of Evening Scholars Belonging	Total No. of Scholars	Salaries of Teachers and Officers, School Committee,	Incidental Expenses.	Total for Running Expenses.	Ordinary Revenue.	Net Running Expenses.	Net Rate per Scholar.	Cost of new School-houses.	Total Expenditures.
1862-63	27,051	..	27,051	\$319,066 22	\$113,847 17	\$432,913 39	\$6,885 50	\$426,027 89	\$15 75	\$101,953 62	\$534,867 01
1863-64	26,961	..	26,961	332,710 66	132,761 75	465,472 41	7,185 78	458,286 63	17 00	5,870 87	471,343 28
1864-65	27,095	..	27,095	380,331 06	172,331 78	552,662 84	7,927 56	544,735 28	20 12	90,609 84	643,774 68
1865-66	27,204	..	27,204	412,550 82	163,270 76	575,821 58	8,574 22	567,247 36	20 85	200,553 64	776,375 22
1866-67	28,002	..	28,002	503,506 66	176,108 85	679,705 51	5,828 95	673,846 58	24 03	101,575 00	781,280 60
1867-68	27,982	..	27,982	561,169 98	211,536 43	772,706 41	10,407 05	762,299 36	27 24	188,790 80	961,407 21
1868-69	33,904	..	33,904	738,198 37	244,478 63	982,677 00	8,876 68	973,800 32	28 64	346,610 78	1,320,487 78
1869-70	33,442	..	33,442	738,343 69	248,066 95	986,410 64	14,661 16	971,749 44	27 45	612,337 86	1,584,057 50
1870-71	36,758	..	36,758	838,366 77	293,232 59	1,131,609 36	23,806 35	1,107,793 01	30 14	443,679 71	1,591,472 72
1871-72	36,650	5,128	41,778	886,940 47	326,630 18	1,213,570 65	26,809 98	1,186,760 67	28 47	97,800 65	1,374,561 33
1872-73	35,624	2,121	37,745	953,502 06	338,970 85	1,292,472 91	28,113 93	1,264,358 98	33 50	454,230 34	1,718,589 33
1873-74	41,544	1,714	43,258	1,041,375 52	377,681 52	1,419,057 04	28,848 73	1,390,208 31	32 14	446,063 25	1,836,271 56
1874-75	44,942	1,622	46,564	1,249,448 93	474,874 68	1,724,323 61	26,220 82	1,698,102 79	36 54	356,669 74	2,054,792 35
1875-76	45,924	3,393	49,317	1,266,803 59	470,830 68	1,737,634 27	20,635 72	1,716,998 55	34 82	277,746 57	2,014,745 12
1876-77	46,581	3,727	50,308	1,268,004 23	422,472 22	1,690,476 45	21,999 03	1,668,477 42	33 18	152,539 04	1,821,016 49
1877-78	47,075	4,084	51,759	1,215,782 03	366,334 06	1,582,116 09	30,109 31	1,552,006 78	29 93	174,324 75	1,726,331 54
1878-79	49,700	3,562	53,262	1,172,489 69	347,173 23	1,519,662 92	32,145 54	1,487,517 38	27 93	240,222 98	1,727,740 36
1879-80	50,551	3,130	53,681	1,162,258 61	333,108 23	1,515,366 84	49,090 28	1,466,276 56	27 16	215,350 64	1,681,627 20
1880-81	51,542	3,170	54,712	1,165,462 69	301,274 82	1,566,737 51	74,076 08	1,492,661 43	27 15	215,350 64	1,708,012 15
1881-82	52,631	2,927	55,558	1,165,629 71	405,349 36	1,570,979 07	69,951 58	1,501,027 49	26 98	138,120 88	1,639,148 37
1882-83	54,590	2,864	57,454	1,180,193 73	422,998 76	1,603,192 49	73,509 56	1,529,682 93	26 58	77,625 73	1,607,308 22
1883-84	56,640	3,148	59,788	1,206,682 23	433,023 33	1,639,705 56	79,364 66	1,560,341 90	26 54	268,879 72	1,829,221 62
1884-85	56,888	3,818	58,706	1,230,771 71	422,269 54	1,653,041 25	39,574 76	1,613,466 49	27 90	278,114 05	1,891,580 54
1885-86	57,260	4,079	61,339	1,251,403 29	422,269 54	1,673,672 83	31,350 84	1,642,321 99	26 81	362,796 15	2,005,118 14
1886-87	58,256	3,993	62,249	1,293,545 91	386,830 09	1,680,375 00	33,684 20	1,646,690 80	26 06	125,687 45	1,772,377 45
1887-88	59,224	3,916	63,140	1,296,192 42	483,408 46	1,779,600 88	37,313 81	1,742,287 07	28 00	127,875 90	1,870,162 98
1888-89	59,224	4,360	63,584	1,332,506 17	516,179 08	1,848,685 25	39,738 52	1,808,946 73	28 01	121,328 95	1,930,275 78
1889-90	60,478	5,525	66,003	1,390,868 87	525,807 09	1,916,735 96	40,762 50	1,875,973 46	28 42	349,602 82	2,225,576 28
1890-91	61,019	6,063	67,022	1,424,988 20	524,232 24	1,949,220 44	41,417 06	1,907,803 38	28 47	172,523 90	2,120,327 28
For the nine months ending January 31, 1892	..	..	..	1,079,848 59	421,477 02	1,501,325 61	31,352 81	1,469,972 80	..	527,429 10	2,028,754 71

REPORT  
OF THE  
COMMITTEE ON DRAWING.



# REPORT.

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## *To the School Committee:*

The Committee on Drawing present herewith their report for the school year of 1890-1. The committee are aware that, in accordance with the Rules and Regulations of the Board, they should have made a report last September; but a variety of causes prevented their timely performance of this duty, as will appear in the sequel. During the last two years the committee have devoted a large amount of time and attention to the department of instruction intrusted to their care; they have been examining methods and results; they have held conferences with the Committees on Manual Training and Kindergarten, with the object of ascertaining how best to coöperate with the special objects of these committees. The course of study for the day schools has been rearranged and modified, and other changes are in contemplation. The instructors in the Evening Drawing Schools have been graded more equitably; an assistant to the Director of Drawing has been appointed.

The Conference of Educational Workers having issued an announcement that they would hold an exhibition of Drawing and Manual Training work during the April vacation in 1891, the Committee on Drawing voted to hold at the same time and place an exhibition of the work done during the preceding winter by the students of the Free Evening Industrial Drawing Schools of this city; and the Director of Drawing was instructed to select and arrange such work from those schools as would fully illustrate the course of study in all the different departments of drawing and modelling. This

work was faithfully done, and resulted in an exhibition at the drill hall of the English High School, which, to say the least, was not surpassed by any of its kind either in the Massachusetts department of the Conference Exhibit or by that from any other State. The exhibition was open two days and a half, and was attended by more than five thousand visitors.

Owing to the limited amount of space which could be allotted to the Boston schools, not one-tenth part of the whole number of works done by the Evening Drawing School students of this city could be exhibited; but, notwithstanding this fact, the exhibit was so carefully and logically arranged that it represented, thoroughly and admirably, the whole course of instruction in the schools of this grade, and it also illustrated conclusively the fact that good progress had been made during the preceding winter in all the different departments of drawing and modelling.

The authorized course of study for these schools has been out of print for some time, the last one having been printed in 1885;<sup>1</sup> and your committee have in contemplation a complete revision of the same before referring it to the appropriate committee for presentation to the Board. This revision will consist largely in such changes as have been found advisable in the order of instruction, and in the methods of presenting the different topics or divisions of the general subject. The general plan of the present course of study has given such great satisfaction to this committee and to all others who are interested in the success of these schools, that they only desire to suggest its revision in certain matters of detail, such as they think would enable them to carry out the present plan in a still more satisfactory manner than heretofore.

Your committee have considered it advisable to add certain details to their present report in connection with the last year classes of the schools; such as have not ordinarily

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<sup>1</sup> School Document No. 12.

been put in print. Believing, however, that these statistics will be of interest at the present time and of possible future value for purposes of reference, they have appended, together with other details of interest, the following

*List of the Trades and Occupations of the Students; and  
the Number of Each.*

Advertising agent . . . . .	1	Clerks . . . . .	43
Apprentices . . . . .	3	Clock-makers . . . . .	3
Architect . . . . .	1	Coachman . . . . .	1
Artist . . . . .	1	Collector . . . . .	1
Baker . . . . .	1	Compositors . . . . .	2
Blacksmith . . . . .	1	Contractors . . . . .	2
Boat-builders . . . . .	2	Constable . . . . .	1
Book-agent . . . . .	1	Coppersmiths . . . . .	2
Bookbinders . . . . .	3	Copy-holder . . . . .	1
Book-keepers . . . . .	8	Cornice-makers . . . . .	2
Boiler-makers . . . . .	4	Currier . . . . .	1
Boiler-inspector . . . . .	1	Cutter . . . . .	1
Bolt and nut cutter . . . . .	1	Decorators . . . . .	8
Bottler . . . . .	1	Deck-hand . . . . .	1
Brass-finishers . . . . .	5	Designers . . . . .	3
Bricklayers . . . . .	10	Die-sinkers . . . . .	2
Brush-maker . . . . .	1	Domestic . . . . .	1
Builder . . . . .	1	Draper . . . . .	1
Bundle-boys . . . . .	2	Draughtsmen . . . . .	13
Burnisher . . . . .	1	Draw-tender . . . . .	1
Butcher . . . . .	1	Dressmakers . . . . .	5
Bicycler . . . . .	1	Electricians . . . . .	9
Cabinet-makers . . . . .	12	Elevator-boy . . . . .	1
Candy-maker . . . . .	1	Engineers . . . . .	12
Carver and moulder . . . . .	1	Engravers . . . . .	4
Carpenters . . . . .	87	Errand-boys . . . . .	2
Carriage-builders . . . . .	5	Expressman . . . . .	1
Carriage-smiths . . . . .	2	Finisher . . . . .	1
Case-maker . . . . .	1	Fresco-painters . . . . .	2

Folder . . .	1	Organ-builder . . .	1
Foreman . . .	1	Painters . . .	20
Furnisher . . .	1	Paper-cutter . . .	1
Gardener . . .	1	Patent solicitor . . .	1
Gas-meter man . . .	1	Pattern-makers . . .	9
Gilder . . .	1	Piano-makers . . .	2
Glass-blower . . .	1	Piano tuners . . .	2
Glass-painter . . .	1	Photograph retouchers	3
Glass-stainers . . .	2	Photographer . . .	1
Glass-worker . . .	1	Physician . . .	1
Grocer . . .	1	Plasterer . . .	1
Hardware-dealer . . .	1	Plumbers . . .	8
Housekeepers . . .	2	Potter . . .	1
Insurance agent . . .	1	Poster . . .	1
Janitors . . .	2	Press-feeder . . .	1
Jewelers . . .	4	Pressman . . .	1
Lead-glaziers . . .	2	Printers . . .	6
Letter-boy . . .	1	Private detectives . . .	2
Letter-carriers . . .	2	Rack-boys . . .	2
Lithographers . . .	2	Reporter . . .	1
Locksmith . . .	1	Rigger . . .	1
Machinists . . .	85	Rodman . . .	1
Masons . . .	2	Roofer . . .	1
Messenger . . .	1	Sail-makers . . .	2
Metal-workers . . .	6	Salesmen . . .	14
Milliners . . .	2	Saleswoman . . .	1
Milkman . . .	1	Seater . . .	1
Millhands . . .	2	Shippers . . .	4
Millwright . . .	1	Shoe and leather dealer . . .	1
Modeller . . .	1	Stair-builders . . .	10
Moulder . . .	1	Steam-fitters . . .	4
Musician . . .	1	Steel-scraper . . .	1
Music teachers . . .	3	Stitcher . . .	1
Office boys . . .	3	Stock-boy . . .	1
Oil-clothing dealer . . .	1	Stone-cutters . . .	15
Optician . . .	1	Stone-carvers . . .	2

Striker . . . . .	1	Tool-grinder . . . . .	1
Students . . . . .	151	Tool-maker . . . . .	1
Surveyors . . . . .	4	Transit-man . . . . .	1
Table-girl . . . . .	1	Trunk-dealer . . . . .	1
Tailoress . . . . .	1	Watch-maker . . . . .	1
Teachers . . . . .	8	Wood-carvers . . . . .	9
Teamster . . . . .	1	Wood-engravers . . . . .	6
Telephone-operators . . . . .	3	Wood-turners . . . . .	2
Terra-cotta worker . . . . .	1	Woodworkers . . . . .	4
Tinsmiths . . . . .	5		

In addition to the above list there were 26 who had at the time of registration no trade or occupation.

Seven hundred and eighty-one (781) names were registered at the opening of these schools. Of this number, 255 withdrew before completing a single drawing, leaving 526 who received substantial benefit from their attendance. Two hundred and fifty-seven of this latter number completed all the required work and received certificates or diplomas; 16 completed all the drawings, but failed to pass the required examinations; 79 completed 75 % or more of the required drawings; 67 completed 50% or more; and 107 completed less than 50%.

School.

399	certificate works were accepted at the Warren Avenue,
449	“ “ “ “ East Boston,
555	“ “ “ “ Roxbury,
958	“ “ “ “ Charlestown,
1,463	“ “ “ “ Tennyson street,

—making the whole number of accepted works in all the above schools 3,824.

The awards of certificates and diplomas were made as follows:

Warren avenue School,	34	Certificates	6	Diplomas
East Boston “	19	“	12	“

Roxbury School,	29	Certificates	18	Diplomas
Charlestown “	51	“	13	“
Tennyson-street “	49	“	26	“
	—		—	
	182	“	75	“

—making the whole number of awards of certificates and diplomas in all the Evening Drawing Schools 257.

The schools at Roxbury, Charlestown, and Tennyson street have increased so much in the number of applicants for admission that the committee have been compelled to ask for additional accommodations at the two last named, and they believe also that some further accommodation should be provided in Roxbury. This they have not asked for, as they understand that there is no additional room available in the building now occupied, in part, by that school. They would, however, suggest that as soon as possible larger accommodations be furnished them. It was thought at one time that it would be possible to use a portion of the new Roxbury High School-house for the Evening Drawing School in that section of the city; but as this plan seems no longer feasible, accommodation must be looked for elsewhere.

The chief reason for the delay in the preparation of this report is that the committee had undertaken to make a full and careful investigation of the work of the Primary and Grammar Schools. To this end, at the close of the school year 1890–91, the committee caused to be collected all the drawing-books of the schools of the grades mentioned, for their own and the director's inspection; and the director was instructed to examine and report upon the character of the work. This examination required a large amount of time, as there were more than twenty-five thousand of the books, and the work of examination had to be done faithfully in order to serve any good purpose. Now that this has been accomplished, the committee, having also examined a portion of this vast amount of work, feel unusually well

prepared to express an opinion as to the quality of the work in these grades.

There has been during the past year more or less criticism of the methods of work, of the courses of instruction, and of the results obtained in the department of drawing in this city. These criticisms have emanated from persons who, from different causes, have been more or less directly interested in the results of our work, and they have, for the most part, been kindly and considerate. Where this has not been the case, the criticisms have resulted from a lack of knowledge either of what has been attempted or of the results which have been attained, or, possibly, from both these causes.

That there has never been shown a greater amount of interest in this subject by the masters and teachers in our schools, is evidenced by the fact that for five months it was the one subject for discussion at the masters' meetings, where it proved to be one of the most interesting topics ever discussed by them. The Director of Drawing was present at all these meetings, and was greatly interested in the views expressed by the different speakers, but took no part in the general discussion. At its close, however, he read a paper summarizing his own views and criticising some of those presented at the different meetings. The committee have considered this paper of sufficient educational value to be preserved in printed form, and have consequently added it as an appendix to this report.

The revised Courses of Study for the Primary and Grammar Schools have not yet been fully carried out, for the reason that their use did not receive the sanction of the School Board in time for their introduction at the beginning of the year. With the hearty coöperation of the masters and teachers, such as we feel entitled to, and shall no doubt receive, and with the additional supply of needed materials which will doubtless be furnished, the opportunity to test

the advisability of such changes as have been made will begin with the present year. Your committee would, however, suggest the importance, especially in the two lower Primary classes, where books are not used, of having the course in drawing printed in a more detailed form. In this connection we invite attention to the following extracts from the report made to us by the Director of Drawing :

"The absolute necessity of a well-arranged course of study as a guide for teachers in their instruction of pupils is too universally admitted to permit of question ; and it can readily be seen that if, after the School Board have adopted a given course of study in this or any other subject, the teachers and others whose duty it is to give the allotted amount of time and attention to its proper development fail so to do, the results must be failure. Indeed, unless they are loyal workers along the lines laid down for their guidance by the School Board, the results of their lack of loyalty cannot fairly be charged to the course of study which they have deliberately neglected to follow. The best course of study ever prepared cannot of itself produce good results ; and unless it be followed faithfully and in the spirit in which it was prepared, failure is inevitable.

"Towards the close of the last school year, the Committee on Drawing issued a circular to the principals of all the Grammar Schools requesting them to have collected and forwarded to me all the drawing-books of their respective schools, Primary and Grammar, for the purpose of inspection and examination. All the books received under this order have been carefully examined, and the results classified under the marks 1, 2, 3, and 4. 1 = Excellent, 2 = Good, 3 = Passed, and 4 = Unsatisfactory. The results indicated by the numerals have been obtained by careful consideration of both the quantity and quality of the work as represented by classes.

"In the first classes of the Primaries, and in all the

Grammar classes below the third, the books represented the work done in the second term only. In the third, second, and first classes of the Grammar Schools they represented the work of the year.

" From the Primary Schools 99 sets of books were received, representing 99 first classes in schools of that grade.

Of these, 5 sets of books were marked	.	.	.	1
" 37 " " "	.	.	.	2
" 30 " " "	.	.	.	3
" 27 " " "	.	.	.	4

There were 40 teachers who sent no books, consequently the work done by their pupils could not be examined or rated.

" As an excuse for not having accomplished more drawing, several teachers wrote that they had been obliged to omit a good many lessons in that subject for the reason that their pupils had to attend sewing or other manual training lessons during the drawing hours. If this were the case, why were the hours which *belonged* to the manual training not given to the drawing? This would have been a proper exchange, and would have done away with any necessity for such excuses. For my own part I hold such excuses as these are not valid, for the reason that there is no authority for any teacher to take the time belonging to one study and transfer it to another, especially when such action is in any way detrimental to the study from which the time rightfully belonging to it has been taken. Other teachers claimed that we had no right to expect as good work from their pupils as from those in the same grade who come from better homes. The reply to this would seem to be found in the fact that other pupils in the same grade who come from equally poor homes, but are taught by other teachers, have produced a satisfactory amount of good work. It will be seen from

this that the teacher has at least some influence upon the results, although there may be a few very exceptional cases in which such an excuse as this might be considered just.

"From the Grammar Schools there were received 438 sets of books.

#### UNGRADED.

5 sets of books from ungraded classes received	.	.	.	2
4    "            "            "            "	.	.	.	3
8 teachers in ungraded classes sent no books.				

#### CLASS VI.

12 sets of books from Class 6 received	.	.	.	1
49    "            "            "            "	.	.	.	2
28    "            "            "            "	.	.	.	3
13    "            "            "            "	.	.	.	4
4 teachers in Class 6 sent no books.				

#### CLASS V.

9 sets of books from Class 5 received	.	.	.	1
57    "            "            "            "	.	.	.	2
18    "            "            "            "	.	.	.	3
5    "            "            "            "	.	.	.	4
10 teachers in Class 5 sent no books.				

#### CLASS IV.

10 sets of books from Class 4 received	.	.	.	1
43    "            "            "            "	.	.	.	2
16    "            "            "            "	.	.	.	3
4    "            "            "            "	.	.	.	4
3 teachers in Class 4 sent no books.				

#### CLASS III.

7 sets of books from Class 3 received	.	.	.	1
28    "            "            "            "	.	.	.	2
18    "            "            "            "	.	.	.	3
5    "            "            "            "	.	.	.	4
2 teachers in Class 3 sent no books.				

## CLASS II.

5	sets of books from Class 2 received	.	.	.	1
34	“ “ “ “	.	.	.	2
10	“ “ “ “	.	.	.	3
7	“ “ “ “	.	.	.	4
2	teachers in Class 2 sent no books.				

## CLASS I.

7	sets of books from Class 1 received	.	.	.	1
24	“ “ “ “	.	.	.	2
7	“ “ “ “	.	.	.	3
3	“ “ “ “	.	.	.	4
4	teachers in Class 1 sent no books.				

	“The above list shows that fifty of the Grammar classes were marked				.	.	.	.	1 = Excellent.
239	“	“	.	.	.	.	.	.	2 = Good.
101	“	“	.	.	.	.	.	.	3 = Passed.
37	“	“	.	.	.	.	.	.	4 = Unsatisfactory.
33	could not be rated or marked, for the reason that no books were received for examination.								

“It is perhaps only just to add that some of those teachers who sent no books state that they did not receive the order asking for them.”

In addition to his visits to the day and evening schools, the Director has given a course of lectures at the Normal School which were introductory to, and explanatory of, the different topics of drawing instruction contained in the new course of study for that school. These lectures were supplemented by the regular class instruction in methods of teaching and practice in drawing, given by Miss Hintz.

The results of this course of instruction have been very satisfactory. The pupils' notes and sketches from the lectures and lessons are more full and complete than those of any previous year, and, consequently, will be of greater practical value in their adaptability to future use for purposes of instruction.

A great deal of time and thought have been given to the development of good methods of drawing instruction and to their proper presentation to the pupils of this school, for the reason that so much of the success of our future teachers depends upon their receiving sound normal instruction in this department of their education.

The High School work in drawing has been kept to its usual high standard of excellence; and the committee desire to say also that, judged by their examination of the results as seen in the pupils' work from the Primary and Grammar Schools, which was collected for that purpose, a large percentage of the teachers in those schools are doing satisfactory work. The failures seem to be caused, first, by lack of proper attention to good methods of instruction; second, by transferring, without authority and without any equivalent therefor, the time belonging to drawing to some other study; and third, by efforts to eliminate from our course of study in drawing its most vital industrial features and to substitute in their place a kind of poetic fiction, mis-called (in this connection) "aesthetic training." And your committee desire to emphasize the fact that the most successful work in drawing which has come under their observation has been from those classes whose teachers have given their best efforts to the right development of the course of study as adopted by the School Board.

The committee have for some time been considering the advisability of making a change in the drawing-books now in use in the schools, and have recently recommended to the School Board, through the Committee on Text-Books, that the books hitherto in use be dropped from the list of authorized text-books. The committee hope to be able to bring to the attention of the School Board at an early date their recommendations regarding a new series of books for this department.

For the Committee on Drawing,

CHARLES M. GREEN.

## APPENDIX.

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### A PAPER READ BY THE DIRECTOR OF DRAWING AT THE MASTERS' MEETING.

SCHOOL COMMITTEE ROOMS, Tuesday, March 31, 1891.

The immediate cause of the discussion which preceded the reading of this paper was the unqualified statement "that our whole system and method of instruction in drawing is wrong and bad."

This was followed by the reading (at a subsequent meeting) of a paper by the gentleman who made the above-quoted statement, said paper being in the nature of an effort to prove his position in relation to the teaching of this subject in our public schools.

Now, it is perfectly easy for any one to *make* such an assertion in relation to any course of instruction, or any system or method of work. The real difficulty in such a matter is to show that the assertion has the solid foundation of truth for its basis.

You will remember, no doubt, that another paper was read by another gentleman, which related chiefly to the more advanced work in our High Schools, and that there were remarks of various kinds made by several other gentlemen who were present at the different meetings during the discussion of this subject.

Of these I shall have little to say at present, except to thank one of the gentlemen for the perfectly fair and dispassionate way in which he took up and discussed the subject in its bearings upon the work in the Girls' High School.

I might add to this that other remarks made by other masters were interesting to me, and that some of them at least had a direct bearing upon what I deem to be the topic which has been under discussion; namely, "Is our whole system and method of drawing instruction wrong and bad?"

In order to determine the proper answer to this question it would seem to be important for us to understand clearly and distinctly

that this instruction in our schools is intended as a preparation for industrial and manual training, and *not* for fine-art work, and that the system and method of teaching this subject has been arranged upon this basis.

That this course of instruction may be and undoubtedly is to a certain extent a good preparation for fine-art work, does not alter the fact of its original intent in connection with the other subjects.

What we desire to know, if we have not already determined the fact, is this: Does this course, or can it when properly used, fulfil the purpose for which its use was intended?

We have been told "that the use of 'type-forms' is one of its most objectionable features."

"That too much time is spent during the instruction in model and object drawing in finding measuring points, distance points, points of sight, vanishing points," and sundry and various other technical matters which are directly connected with the teaching of geometric perspective.

That "none of the features of elementary science are used in connection with our instruction in drawing." That "there can be no art without science;" and, if I remember rightly, we were reminded of the wonderful union of art with science as illustrated in the "Verestchagin" collection of pictures which was exhibited in this city some months since.

Our use of historic ornament as an introduction to the study of design has been severely criticised, and it has been suggested that all the beautiful types of natural forms which are contained in decorative works, together with the science which is illustrated in their construction, are not worthy our attention, and that we should be better off if they were cast into outer darkness, where our drawing teachers and pupils should know them no more forever.

Then our attention has been called to the large *quantity* of work done in one of our Grammar Schools where the instruction has been given directly from natural objects.

And now, gentlemen, having stated briefly some of the grounds for the criticism which have been made upon our system and methods of work in teaching drawing, allow me, before proceeding with my remarks, to refer once more to the fact that what we

have been *required* to teach and, consequently, what we are *endeavoring to teach* in the way of drawing is intended as a preparation for industrial and manual training, and has been considered an important factor in those departments of education.

We have been trying to develop power in drawing, in the direction of serious accurate work, and have *not* been using this subject as a plaything nor for the production of results which might perchance be pretty to look upon, but which at the same time would be utterly devoid of any practical or educational value.

We *have* believed, and still *do* believe, that instruction in this subject should be as simple and as direct as possible, avoiding all useless and unnecessary details.

To this end certain type-forms, all of which (with one exception) are based upon nature without being literally copied from that source, have been largely used for purposes of study and instruction.

The ovoid or egg form is the only one of the type-solids used which is a literal copy from nature, and singularly enough this, the most beautiful of all the purely natural forms, does not seem to be a favorite with those who desire us to go directly to nature for our models. Can it be that the absolute perfection of its form is the reason why it is ruled out?

Natural objects — with the one exception just named — are, almost universally, more complex in outline and in the modelling of the surfaces which are to be represented than are the simple “type-forms” which are used in elementary instruction. And this is one of the reasons why elementary students in all the best schools of art the world over are *not allowed to draw from nature* until they have acquired a good degree of proficiency in drawing from “types.”

Indeed, this kind of training is considered of such great value in fine-art drawing, that some of the greatest artists of modern times, men who have acquired the highest rank in their professions as painters and sculptors, — these very men occasionally return to this kind of study as a corrective of the loose, careless habits which they have acquired by too constant drawing directly from nature.

This idea, so recently presented to us, of teaching drawing almost exclusively from natural objects, is not by any means a new one — it is a sort of periodical epidemic, for which there would seem to be only one sure cure; namely, a broader knowledge of the whole subject.

Several years ago the principal of one of our Evening Drawing Schools, being desirous of giving his instruction largely from natural forms, was allowed to try the experiment with a portion of his class, and as he chose also to add certain picturesque objects which were neither the direct results of Nature's production nor types of such products, we had as a result groups of onions mixed with straw; old palmleaf hats much the worse for wear with apples piled into and upon and apparently rolling out of them; pots of beans and loaves of brown bread, with an occasional group of oranges, lemons, and potatoes, varied once in a while by the addition of a red herring or two, a clay pipe, or possibly a meerschäum, and a piece of a newspaper, usually the "Boston Herald." I am happy to add that this teacher never cared to renew the experiment. Why? Because the pupils never learned to draw natural objects with as much accuracy or *so well in any way* as those who had devoted a much larger portion of their time to drawing from type-forms. Indeed this kind of training leads inevitably to careless, slovenly work, and is not the best for any department of art, whether it be "fine" or "industrial."

The ability to draw type-forms with freedom and accuracy includes the power to draw all the simple natural forms, and nearly everything which man has made.

The construction of a very large proportion of man's work is based upon these simple forms, consequently it would seem as if their study must be useful in connection with all constructive work and of the drawing pertaining thereto; and, as the forms themselves are based upon those found in nature, it would seem to be equally true that they must be of great service and assistance in the study of natural objects.

As to the amount of time that is, or is said to be, wasted in finding "points of sight," "distance points," "measuring points," "vanishing points," etc., perhaps the best thing to do right here will be to read the following extract from the official record of the Drawing Committee:

*Please note the date.*

MARCH 17, 1885.

“ *Order passed in Drawing Committee:* That the American Text-Books of Art Education be authorized for use in the public schools for the ensuing year, *provided* that the books are revised as proposed by the written agreement of the publishers dated Oct. 14, 1884.”

As this agreement was based upon recommendations which were made by the Director to the Committee on Drawing, and as the most important part of this agreement was, “that all geometric or scientific perspective is to be entirely omitted from the course of instruction contained in those books,” *and as it was so omitted at that time*, it would hardly seem as though any great number of our teachers could be engaged in wasting much of their time in the pursuit of distance and vanishing points which the course of study for the past five years has not required them to *find*. If any of them are still pursuing these imaginary points, this occupation would seem to be due not to anything “bad” or “wrong” in the system or method of instruction, but rather to their lack of knowledge of the course of study in drawing.

That “there can be no art without science,” as the gentleman stated in his paper, I think we shall all be ready and willing to admit.

To me this seems a self-evident proposition. But when we are informed almost in the same breath that “there are none of the features of elementary science connected with our present instruction in drawing,” I can safely point to those very things which he would have eliminated from our course of instruction — those *to him* objectionable “type-forms” as the very basis and foundation of the elementary science of drawing.

His reference to Verestchagin’s pictures as illustrations of the wonderful value of the union of art and science was undoubtedly well deserved; but in addition to this we happen to know that this same artist, with his present wonderful skill and power as a draughtsman and painter, received his elementary training in the schools of Paris, *where he was not allowed* to draw directly from nature until he first gave satisfactory evidence of his ability to draw from “types.”

Individuality in methods of presenting a subject to pupils is often of great value, but its value depends entirely upon the results produced by its application to a given subject. These results are not to be judged by their quantity as much as by their quality, as it is a much easier matter to produce a large amount of useless or undesirable work within a given time than it is to produce, within the same time, a much smaller amount of good, thoughtful work.

As to the importance of historic ornament and its use in connection with the study of decoration, it does seem as though we ought to treat this subject with some degree of consideration before deciding to reject it utterly and completely.

The gentleman seems fearful — if we pursue this study — that we shall never establish an American School of Decorative Design. I think he need have no fear on this subject, as such a school, I am sorry to say, exists to-day, — or if it does not exist as a recognized school, I think none of us at least would fail to recognize as purely American a certain class of so-called decorations which are made in this country, but which have no apparent relation to anything, either in nature, science, or art.

But, speaking more seriously, I would *almost* as soon think of rejecting the study of Nature herself as of rejecting the study of good historic ornament as an important adjunct in teaching decoration.

Look at the history of the development of decorative art, and we shall find that the ancient Egyptians were the first to establish a school of historic ornament or national style of decoration; and we shall also find they were the first people who illustrated in any comprehensive manner the union of science with art.

It was they who discovered what I may be allowed to call "*Nature's science of growth*" as it is illustrated in all plant forms; and, for the first time in the history of art they applied this science in their decorative work.

And these same great laws of growth which were first used by the Egyptians are the foundation upon which all the best ornament of all the great historic schools has been based. The Greek, the Roman, the Byzantine, the Moorish, the Gothic, all these and many other schools of ornament, are indebted to the Egyptians for the discovery of this science and its application to the development of the first distinct style of decoration.

And yet, notwithstanding the fact that all these more modern schools have based the construction of their ornament upon this same science, the Greek is as distinctively Greek as the Egyptian is Egyptian,— just as an oak-tree remains clearly and distinctively an oak, and a little lily-of-the-valley retains its own individuality in spite of the fact that each one of them, in its own way, presents a perfect illustration of the fundamental law of growth in all plants.

And now, to what conclusion — in connection with the study of historic ornament — do these facts seem to lead?

Shall we reject all the knowledge, all the science, and all the skill of the past which is but briefly outlined in what I have endeavored to present? Or shall we more thoughtfully study these types of good decoration, and endeavor to learn more of the science which is so beautifully illustrated in their construction?

To me this latter course would seem by far the wiser of the two.

*Where it is possible*, let our children go into the woods and fields and gather plants and flowers for purposes of study and as helps in teaching good decoration. Let us lead them to observe the fundamental law of growth which they will find illustrated in each and every specimen they bring to us. Let us also lead them to observe the different ways in which this law is illustrated in different plants and in various views of the same plant. Let us do all this, and as much more as we have time and opportunity to do in the way of observing the structure of plants: but do not fail also to have the children observe in connection with this work how each example of good decoration is based upon the great law of growth *as it is illustrated* by some special plant when seen from *one point of view*.

*This is* the elementary science of decoration, and *as such* it does not seem as though we could afford to reject it, especially if we desire to found an “American School of Ornament” which shall be based upon the truth and science of nature.

We have heard, during the past two years, occasional remarks about the *quality of the drawing* done by the children in the public schools of this city, — indeed, we probably all know that in certain quarters it has received a good deal of adverse criticism, — and

we have been advised to follow Horace Greeley's advice and "go West" if we wish to see good work of this kind. Now, I have no desire to disparage what our Western co-workers have done in this direction, but most heartily bid them "God speed" in their efforts, and I am also glad to testify to the fact that they have made great progress during the past few years.

But I am not yet ready to adopt their methods of instruction as models to be followed by us, nor am I ready to admit the truth of what has been said about the drawing in our schools, until the statements as made have been proved.

And it so happens in this matter that all the evidence is not on one side. Some of you will perhaps remember being invited, some time since, to hear a lecture on "Form Study in our Public Schools," and to inspect at the same time an exhibition of drawings from the schools of St. Louis.

Those of us who attended this lecture and exhibition were told by the lady who talked to us on that occasion, that "the drawings in the schools of St. Louis," and, presumptively, the drawings which were then and there on exhibition, "were very much better than those made in our schools."

Now, I am perfectly ready and willing to admit that in the lower grades of drawing in that exhibit there was some beautiful work. Indeed, it struck me as being too uniformly beautiful, for the reason that it lacked in character, and in that individuality of method in expression which is to be found in work of this kind where it has not been directed too much. Indeed, all of the free-hand work impressed me with the feeling that the teacher or teachers had so carefully watched the mechanical method of finishing each line in every drawing, that the children had no opportunity to illustrate their individuality through different methods of expression.

There was some very good constructive drawing in the exhibit, and some of the High School work was good; but as the latter was not from the St. Louis High Schools, but was done in the barbarous and unenlightened East, and apparently was only put into this exhibition to show what might, could, or would be done in the schools of that city (*i.e.*, if they ever get so far), I shall have no more to say about it excepting this, that in my opinion the educa-

tional value of the exhibit might have been materially enhanced by the addition of more Eastern work. And this opinion was very much strengthened when a little later on one of the most able teachers whom I know, coming as he did at that time fresh from the inspection of this work which he had been carefully examining in several of the Western cities, and coming as he did for the purpose of comparing what he found here with what he had so recently seen in the West, — when this man, whom I know to be of good training, sound judgment, and broad practical experience as a teacher of drawing in its different grades, asked for a collection of pupils' drawings “to take with him, that he might illustrate with them to some of the Western teachers the kind of work obtained from pupils who were taught drawing in the *right way*,” then I certainly felt as if the evidence was not quite all on one side, especially as this particular witness was himself a successful teacher in one of the large Western cities.

What, then, shall I say in conclusion? Simply this: *First*, that I do not think the charges as against our methods and course of instruction in drawing, or those against the quality of the drawing done in our schools, have yet been proved. And, *second*, that these charges may have no chance of being proved in the future, let us all endeavor to carry out this study on the lines already laid down for our direction; not neglecting to develop and strengthen those lines whenever and wherever there may be good reason for so doing, and not going aside from our true purpose, with the hope of finding some “royal road to learning;” but rather let us keep in that “well-worn road” which leads us directly to nature as the one great source from which to obtain our materials, and to science for the best methods of using that material aright.

And this I claim to be the basis upon which our present system of drawing instruction rests. Nature and science *do* furnish the solid foundations upon which we are endeavoring to build good industrial drawing.



FRANKLIN MEDALS,  
LAWRENCE PRIZES,  
AND  
DIPLOMAS OF GRADUATION.  
1892.



## FRANKLIN MEDALS, 1892.

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### LATIN SCHOOL.

Joseph P. Warren,	Charles L. Storrs,
Henry W. Prescott,	Waldo Farrar,
John C. Adams,	Marshall B. Evans,
Henry F. Knight,	Louis A. Freedman.

### ENGLISH HIGH SCHOOL.

Jonathan B. Hayward,	Paul E. Caduc,
Alfred P. Devoto,	Walter Humphreys,
Herbert R. Morse,	Randolph Bainbridge,
Roger F. Hosford,	Edwin B. Spinney, Jr.,
Roswell P. Angier,	Arthur B. Porter,
Joseph C. Cook,	Worthington C. Holman,
Michael J. Shine,	Richard H. Perry,
Bridgham F. Russell,	Robert Seaver,
Guy L. Morrill,	Albert M. Ammidown,
Henry A. Sherman,	Willis R. Fisher.

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## LAWRENCE PRIZES, 1892.

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### LATIN SCHOOL.

FOR EXCELLENCE IN CLASSICS. — Henry W. Prescott, Ernest E. Southard, Charles T. Rawson, Paul A. H. van Daell, Carl N. Jackson, Donald F. Urquhart, Joseph G. O'Malley, Leo F. O'Neil, Durant F. Drake, William J. Kelly, William W. Bellamy, Frederick M. Crowe, Walter G. Bruns.

FOR EXCELLENCE IN MODERN STUDIES. — John C. Adams, Charles D. Drew, Lester E. Merrick, John E. Lansing, Laurence H. Parkhurst, Arthur E. Greene, George P. Morey, Frank B. Newton, Laurence W. Pierce, Thomas Ordway, Frank J. Kneeland, D. Brainerd Spooner, Charles W. English.

FOR EXCELLENCE IN DECLAMATION. — *First Prize* — Clarence G. Bearse. *Second Prizes* — Michael F. Carney, William B. Williams. *Third Prizes* — Samuel Robinson, M. Sumner Coggan. *Special Prizes* — Guy A. Ham, Frank J. Kneeland.

FOR EXCELLENCE IN READING. — *First Prize* — Joseph P. Warren. *Second Prizes* — Michael F. Carney, William B. Williams. *Third Prizes*. — Reginald H. E. Starr, Waldo Farrar.

FOR EXEMPLARY CONDUCT AND PUNCTUALITY. — John C. Adams, Carl N. Jackson, Thomas Ordway, Laurence H. Parkhurst, Burt Tower, Donald F. Urquhart, Joseph P. Warren, Durant F. Drake, John E. Lansing, Frederick M. Crowe, Henry W. Prescott, Henry W. Bail, Arthur E. Greene, Frank J. Kneeland, Henry F. Knight, D. Brainerd Spooner, Charles L. Storrs, William Edmunds, William J. Kelly, Laurence W. Pierce.

FOR EXEMPLARY CONDUCT AND FIDELITY. — Edward J. Brown, John R. Healy, Archie C. Halway, Frank B. Granger, John W. Edmunds, Amos Cattern, Walter M. Flint, Henry W. Flagg, Frederick C. Lee, Fred W. Dahl, Edward S. King, Ralph N. Burbank, Edward Johnson.

FOR A POEM IN ENGLISH. — Michael J. Carney.

FOR AN ESSAY IN ENGLISH. — Ernest E. Southard.

FOR A POETICAL TRANSLATION FROM HORACE. — Joseph P. Warren.

#### FOR MILITARY DRILL.<sup>1</sup>

*First Prize*. — Company G.

*Second Prize*. — Company A.

*Special Prizes*. — Company H.

*Individual Prizes*. — (First Prize) — Edward C. Logan, Sergeant, Company F. (Second Prize) — Charles H. Warren, Sergeant, Company E.

*Bayonet Squad Prizes*. — (First Prize) — Loring P. Sears, Sergeant, Company G. (Second Prize) — James F. McElwain, Sergeant, Company F.

#### GARDNER PRIZE.

*Essays*. — Subject: The Glacial Period in North America. Equally divided between Henry W. Prescott and Joseph P. Warren.

#### DERBY PRIZE.

*English Poem*. — Joseph P. Warren.

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<sup>1</sup> These prizes are awarded at the annual prize drill from funds contributed by the school.

## ENGLISH HIGH SCHOOL.

- FOR ESSAYS. — *Graduating Class Prizes.* — (Second Prizes) — Worthington C. Holman, Jonathan B. Hayward.
- FOR DECLAMATION. — *First Prize.* — (Second Class) — Isaac R. Hanson. *Second Prizes.* — (First Class) — Walter G. Lincoln, Guy L. Morrill. (Second Class) — Maurice D. Abrams.
- FOR READING ALOUD. — *First Prizes.* — (First Class) — Herbert R. Morse, Arthur B. Porter. *Second Prizes.* — (First Class) — Charles M. Larrabee, Robert Seaver. (Second Class) — Marek T. Dowling. (Third Class) — George A. Warren.
- FOR TRANSLATION OF GERMAN AT SIGHT. — *First Prize.* — (First Class) — Roswell P. Angier. *Second Prize.* — (First Class) — George L. Vogel.
- FOR ORIGINAL DEMONSTRATIONS IN GEOMETRY. — *First Prizes.* — (First Class) — Jonathan B. Hayward. (Second Class) — Solon W. Bingham. *Second Prizes.* — (First Class) — Alfred P. Devoto, Joseph C. Cook. (Second Class) — Israel Alexander.
- FOR EXAMINATION IN ALGEBRA. — *First Prize.* — (Third Class) — Leon Alland. *Second Prize.* — (Third Class) — Charles E. A. Winslow.
- FOR EXAMINATION IN PHYSICS. — *First Class* — Randolph Bainbridge.
- FOR EXAMINATION IN CHEMISTRY. — *First Class* — Roger F. Hosford.
- FOR DRAWING. — *First Prize.* — (First Class) — Fred O. Roberts. *Second Prize.* — (First Class) — John H. Burroughs.
- FOR DEPARTMENT AND SCHOLARSHIP. — *First Class* — J. F. Dacey, F. G. Bailey, A. A. Merrill, B. C. Tower, J. C. Johnson, G. T. Teele, A. L. Dacy, P. W. Litchfield, A. M. Horne, H. H. Yost, H. O. Chandler, V. M. Peirce, Samuel Fine, G. G. Brainerd, J. D. Bowden, Harold Edwards, A. P. Chittenden. *Second Class* — S. W. Bingham, J. H. Fitzpatrick, E. S. Chapin, M. J. P. McDonough, G. T. Cottle, Israel Alexander, C. E. Hamilton, John Halligan, Jr., D. D. Johnson, W. M. Blatt, Abram Bon, David Schwartz. *Third Class* — H. S. Mork, H. H. Hill, C. E. A. Winslow, Leon Alland, G. A. England, A. R. Curtis, F. T. Bramer, Elbridge Mann, F. K. Dyer, J. F. Clapp, C. B. Smith, O. P. Williams, I. H. Kaufman, F. A. Daggett, W. F. Howes, R. G. Badger.
- FOR DEPARTMENT AND FIDELITY. — *First Class* — W. H. Currier, J. B. W. Day, H. O. Lane, H. B. Tower, W. H. Whitten, Jr. *Second Class* — M. D. Abrams, A. W. Brigham, G. R. Davison, J. L. Dunlevy, C. W. Hapgood. *Third Class* — G. U. Bauer, H. N. Cheney, C. S. Connolly, F. A. Emerson, S. F. Poole, L. H. Miller, T. H. Smith, G. A. Warren, J. A. Whitechurch.

## DIPLOMAS OF GRADUATION, 1892.

## NORMAL SCHOOL.

Mabel M. Anderson,  
Caroline F. Barnes,  
Florence H. Barrows,  
Elizabeth C. Barry,  
Eva M. Baxter,  
Mary M. Beale,  
Elizabeth A. Bloomfield,  
Annie M. Bowers,  
Bridget T. Boyle,  
Bertha Brackett,  
Alice C. Butler,  
Lotta A. Clark,  
Mabel A. Clarke,  
Hattie H. Coan,  
Rose M. Cole,  
Eleanor A. M. Colleton,  
Hannah E. Collins,  
Jane T. Cook,  
Grace M. Crawford,  
Mary M. Dacey,  
Annie F. Daly,  
Ellen G. Desmond,  
Adelaide R. Donovan,  
Eleanor F. Elton,  
Stella Endicott,  
Charlotte Fitzgerald,  
Mary L. Fitzpatrick,  
Mabel P. Foster,  
Theresa E. Fraser,  
Alice B. Fuller,  
Elizabeth M. Grant,  
Estella M. Hall,  
Janet B. Halliday,

Arvilla T. Harvey,  
Ida B. Henderson,  
Margaret Hewins,  
Georgia L. Hilton,  
Emma M. M. Hoffman,  
Lillian F. Horn,  
Nelle C. Hunt,  
Mary E. Irwin,  
Mary A. Jackson,  
Fannie M. Jasper,  
Ruby A. Johnson,  
Gertrude L. Kemp,  
Katharine L. King,  
Helen F. Lambert,  
Margaret A. Leahy,  
Elsie M. Littlefield,  
Sara F. Littlefield,  
Nellie A. Manning,  
Mary H. McCready,  
Alice L. McLauthlin,  
Caroline A. Meade,  
Esther C. Moore,  
Winifred M. Morse,  
Margaret L. Nolan,  
Elizabeth A. O'Neil,  
Helen E. Palmer,  
Eva D. Pickering,  
Nellie M. Pinkham,  
Helen F. Prentiss,  
Florence I. Reddy,  
Louise Robinson,  
Mabel V. Roche,  
Julia A. Rourke,  
Georgietta Sawyer,  
Mary C. Shute,

Grace H. Skilton,  
 Helen D. Skilton,  
 Florence L. Spear,  
 Charlotte M. E. Spike,  
 Kate Stanley,  
 Lydia E. Stevenson,  
 Grace M. Strong,  
 Catherine A. Sullivan,  
 Julia E. Sullivan,  
 Marion N. Swan,  
 Harriet E. Thing,  
 Alice E. Thornton,  
 Carrie A. Waugh,  
 Angeline M. Weaver,  
 Sophia G. Whalen,  
 Winifred C. Wolff,  
 Edith S. Wyman.

## PUBLIC LATIN SCHOOL.

John C. Adams,  
 John C. S. Andrew,  
 Clarence G. Bearse,  
 Frank W. Bigelow,  
 Summer Blakemore,  
 Edward J. Brown,  
 Michael F. Carney,  
 Rogers Dow,  
 Marshall B. Evans,  
 Waldo Farrar,  
 John M. Farrell,  
 Henry M. Fiske,  
 Louis A. Freedman,  
 George C. Gibson,  
 Alfred H. Gould,  
 Russell T. Greene,  
 James Hewins,  
 George C. Hollister,  
 John C. Hollister,  
 Henry S. Johnson,  
 Frederic G. Katzmam,  
 Henry F. Knight,  
 Walter J. O'Malley,  
 Frank E. Parker,  
 Henry W. Prescott,

Thomas H. Russell,  
 Frank E. Slattery,  
 James D. Small,  
 Reginald H. E. Starr,  
 Charles L. Storrs,  
 Frederick B. Tower,  
 David Townsend,  
 Howland Twombly,  
 Victor Viaux,  
 Joseph P. Warren,  
 William B. Williams,  
 William A. Wood.

## GIRLS' LATIN SCHOOL.

Clara A. Barnes,  
 Mabel H. Barrows,  
 Blanche T. Bigelow,  
 Grace L. Brooks,  
 Mary F. Brown,  
 Eleanor Hammond,  
 Carrie A. Harper,  
 Frances E. Jones,  
 Nellie F. Jones,  
 Sara E. Jutten,  
 Grace M. Lane,  
 Marion W. Lincoln,  
 Grace Linscott,  
 Emily R. Lovett,  
 Hannah G. Myrick,  
 Edith A. Nickels,  
 Kathrina W. Sanborn,  
 Sarah C. Tappan,  
 Elizabeth H. Tetlow,  
 Prudence E. Thomas,  
 Edith H. Wheeler,  
 Alma M. Whitman,  
 Annie H. Young,  
 Annie E. Ziegler.

## BRIGHTON HIGH SCHOOL.

*Boys.*

Lawrence Costello,  
 William F. Crocker,  
 Edward W. Raymond.

*Girls.*

Harriet Bosworth,  
 Grace A. Brock,  
 Lydia F. Brock,  
 Elizabeth B. Bryant,  
 Lena H. Cook,  
 L. Maud Forbes,  
 Mattie E. Marshall,  
 E. Florence Murphy,  
 Mary E. Nelligan,  
 Helen E. Raymond,  
 Nellie Shaw,  
 Sadie M. Spadding,  
 Grace B. Wentworth,  
 Florence A. Wood.

CHARLESTOWN HIGH  
 SCHOOL.

## FOURTH-YEAR CLASS.

*Boy.*

Frank W. Sanderson.

*Girls.*

Elizabeth F. Cotter,  
 Mabel B. Le Favor,  
 Bessie Z. Leonard,  
 Margaret A. Merwin,  
 Catherine C. O'Connell,  
 Helen G. Stark.

## THIRD-YEAR CLASS.

*Boys.*

Edward W. Berry,  
 Edward R. Caldwell,  
 Arthur S. De Wolf,  
 Guy R. Greene,  
 Arthur A. Harrington,  
 Lawrence K. Sager,  
 Edward Scott,  
 James D. Stewart,  
 George R. Wadleigh,  
 Thomas E. Williams.

*Girls.*

Leonice Brockway,  
 Alice M. Chapin,  
 Daisy H. Coleman,  
 Marcella C. Coyle,  
 Ella M. Gallagher,  
 Josephine F. Hannon,  
 Ida E. Hill,  
 Florence Johnson,  
 Adaline A. P. Mann,  
 Annie L. McDonald,  
 Alice M. McLaughlin,  
 Fannie M. Mooers,  
 Mabel S. Morse,  
 Catherine A. Park,  
 Lily I. Paul,  
 Elizabeth B. Porter,  
 Katie S. Rogan,  
 Adeline E. Turner,  
 Irene V. Wall,  
 Henrietta Watson.

## DORCHESTER HIGH SCHOOL.

*Boys.*

Owen B. Aldrich,  
 Edwin A. Brainerd,  
 Frank A. Dewick,  
 George J. Donohoe,  
 William G. Doyle,  
 Frederick A. Gaskins,  
 Henry G. Grush,  
 John P. J. Ridney,  
 Joseph M. Mahoney,  
 John F. Murphy,  
 James E. O'Connell,  
 Carl E. Paige,  
 Maynard A. Parker, Jr.,  
 Herbert F. Reinhard,  
 Isaac T. Ripley,  
 William H. Spooner,  
 Robert H. Storer,  
 Charles M. Swan,  
 Joseph H. Young.

*Girls.*

Bertha M. Ayer,  
 Katherine C. Berigan,  
 Annie L. Cromack,  
 Agnes Fottler,  
 Eleanor S. Graham,  
 Charlotte M. Hall,  
 Emily A. Harry,  
 Olive K. Karcher,  
 Cora B. Lee,  
 Alice F. Mahoney,  
 Annie T. McCloskey,  
 Katharine Merrick,  
 Cora A. Polk,  
 Mabel F. Robinson,  
 Margaret E. Roche,  
 Helena A. Savage,  
 Charlotte G. Sewall,  
 Annie L. D. Swan,  
 Bertha H. Whittum.

## EAST BOSTON HIGH SCHOOL.

*Boys.*

Chester W. Allen,  
 Wellington Bond,  
 Charles M. Campbell,  
 C. Warren Dillaway,  
 Edward R. Elder,  
 Maurice F. Flynn,  
 W. Howard Gallagher,  
 Frank A. Goodwin,  
 Frank A. Hendrick,  
 J. Howard Houghton,  
 C. Norman Lovell,  
 Charles J. A. McGovern,  
 Henry B. Wellington,  
 George D. Williams.

*Girls.*

Bessie Barr,  
 Blanche E. Butler,  
 Alice G. Carruthers,

Leone N. Crosby,  
 Jennie C. Doane,  
 Annie L. Evans,  
 Margaret E. Fitzgerald,  
 Grace F. Gilman,  
 Lucy M. Goodwin,  
 Ella F. Higgins,  
 Maria L. Jewett,  
 Jennie F. Kelsey,  
 Charlotte H. Lally,  
 Almira C. Mereen,  
 Adelaide R. Porter,  
 Isabella J. Ray,  
 Grace L. Roberts,  
 Mary E. Robertson,  
 Charlotte E. Schwaar,  
 S. Gertrude Sullivan,  
 Euphemia A. Templeton.

## ENGLISH HIGH SCHOOL.

## THIRD-YEAR CLASS.

Fred J. Alford,  
 Albert M. Ammidown,  
 Frank D. Amsden,  
 Roswell P. Angier,  
 Frederick G. Bailey,  
 Randolph Bainbridge,  
 George L. Baker,  
 Charles S. Barry,  
 John E. Barry,  
 Joseph A. Barry,  
 Charles E. Batchelder,  
 Clarence B. Benedict,  
 Irving A. Blossom,  
 Arthur A. Blunt,  
 William M. Bogart,  
 Joseph D. Bowden,  
 Francis E. Bradley,  
 George G. Brainerd,  
 Albion C. Brown,  
 Horace C. Brown,  
 William O. Bullock,  
 John F. Burke,

Paul E. Cadue,  
Dennis F. Carpenter,  
Louis A. Cary,  
Charles S. Chadwick,  
Charles S. Champney, Jr.,  
Henry O. Chandler,  
Warren E. Chase,  
Frederick B. Cherrington,  
Albert P. Chittenden,  
Roger C. Chittenden,  
Don Alonzo Clay,  
Frank S. Coburn,  
Joseph C. Cook,  
Henry Cummings, Jr.,  
Walter H. Currier,  
Henry Cusick,  
John F. Dacey,  
Arthur L. Dacy,  
John C. Daggett,  
William F. Daniels,  
Charles J. Davis,  
John B. W. Day,  
Alfred P. Devoto,  
Patrick J. Dodd,  
George W. Duneklee,  
Herbert W. Dyer,  
Harold Edwards,  
Thomas C. Evans, Jr.,  
William L. Fillebrown,  
Samuel Fine,  
Willis R. Fisher,  
Edward L. Fleming,  
John P. Foster,  
Joseph A. Gartland,  
William H. H. Gary,  
Frank T. Guinasso,  
James A. Guttridge,  
Charles H. Haggerty,  
Isaac Harris,  
Herbert C. Hartwell,  
George A. Harwood,  
Walter H. Hatch,  
Frank H. Hayes,  
Jonathan B. Hayward,

Charles G. Heald,  
Benjamin F. Healey,  
Fred J. Hemmings,  
Thomas M. Hewitt,  
George F. Hieborn,  
Ridgeway Holbrook,  
Worthington C. Holman,  
Frank O. Holmes,  
Foster Hooper,  
Roger F. Hosford,  
Arthur M. Horne,  
Charles H. Howard,  
John T. Humphrey,  
Clarence B. Humphreys,  
Walter Humphreys,  
Albert A. Hussey,  
Melvin L. Ingalls,  
John C. Johnson,  
Fred S. Jones,  
John T. P. Jones,  
Walter F. Kimball,  
John E. Kinsella,  
William H. Knight, Jr.,  
Henry O. Lane,  
Charles McIvah Larrabee,  
Walter G. Lincoln,  
Kurt Listemann,  
Paul W. Litchfield,  
Jeremiah W. Lord,  
Michael McCarthy, Jr.,  
John H. Manahan,  
Albert A. Merrill,  
Edwin A. Merrill,  
George A. Miller,  
Guy L. Morrill,  
Herbert R. Morse,  
Julius C. Morse,  
Louis T. Morse,  
Elisha H. Moseley,  
Charles K. B. Nevin,  
George H. Ochs,  
James F. O'Neil,  
Will R. Parker,  
Sydney H. Parsons,

George A. Peirce,  
 Vernon M. Peirce,  
 Richard H. Perry,  
 James W. Pond,  
 Arthur B. Porter,  
 Arthur B. Price,  
 Frank W. Putnam,  
 Simon Richmond,  
 Fred O. Roberts,  
 Elmer H. Robinson,  
 Nathan W. Robinson,  
 Charles C. Rothfuchs,  
 Bridgham F. Russell,  
 Robert Seaver,  
 Joseph A. Sheehan,  
 Henry A. Sherman,  
 Michael J. Shine,  
 George L. Sleeper, Jr.,  
 John J. Slutzky,  
 Edwin B. Spinney, Jr.,  
 William H. Spokesfield,  
 Simon J. Strauss,  
 Edward L. Sturtevant, Jr.,  
 Fred C. Tandy,  
 Lewis H. Tappan,  
 George T. Teele,  
 Frank A. Thanisch,  
 Harry W. Tileston,  
 Burgess C. Tower,  
 Harry A. Tower,  
 Horatio B. Tower,  
 Walter H. Warner,  
 Walter A. Webster,  
 William T. West,  
 Walter M. Whittemore,  
 Chester H. Whitten, Jr.,  
 William H. Whitten, Jr.,  
 Frank J. Williams,  
 Samuel F. Wise,  
 Herbert H. Yost.

## GIRLS' HIGH SCHOOL.

## FOURTH-YEAR CLASS.

Viola M. Allen,

Eloise A. Barstow,  
 Gertrude M. Bent,  
 Susie J. Berigan,  
 Lucy M. Bruhn,  
 Mary H. Burgess,  
 Catherine F. Byrne,  
 Carrie W. Carpenter,  
 Sarah T. Chaffin,  
 Alice B. Cherrington,  
 Mary E. Clapp,  
 Lois W. Clarke,  
 Josephine Crockett,  
 Elizabeth G. Crotty,  
 Esther G. Cushing,  
 Ethel J. Daymude,  
 Katherine F. Doherty,  
 Margaret J. Doherty,  
 Maude E. Downey,  
 Elsie L. Ewer,  
 Mary J. Fitzsimmons,  
 Alice Fobes,  
 Fannie Fox,  
 Anna M. Gardner,  
 Florence E. Griffith,  
 Blanche B. Hampton,  
 Jessie A. Hampton,  
 Maude C. Hartnett,  
 Mary E. Healey,  
 Alice B. Hennessey,  
 Almeda A. Holmes,  
 Charlotte K. Holmes,  
 Evelyn M. Howe,  
 Sarah A. James,  
 Jessie L. Johnson,  
 Evalene E. Kelley,  
 Ella M. Kenniff,  
 Louise M. C. Knappe,  
 Winnetta Lamson,  
 Mabel E. Latta,  
 Helen D. Leighton,  
 A. Isabelle Macarthy,  
 Evangeline E. McCarthy,  
 Annie F. McGilliuddy,  
 Katherine J. McMahan,

Mary F. McMorro,   
 Annie E. Mitchell,   
 Mary F. Murphy,   
 Mary A. M. Papineau,   
 Katharine H. Perry,   
 Edith L. Phelan,   
 Abigail A. Scannell,   
 Nellie G. Shannon,   
 Helen M. F. Shaw,   
 Josephine L. Smith,   
 Teresa M. Sullivan,   
 Mary A. Twombly,   
 Sallie Viles,   
 Mary A. Whalen,   
 Margaret E. White,   
 Estelle M. Williams,   
 Winifred Williams.

#### GIRLS' HIGH SCHOOL.

##### THIRD-YEAR CLASS.

Gabrielle Abbot,   
 Caroline Adams,   
 Mary Barlow,   
 Harriett P. Bartlett,   
 Fannie L. Bennett,   
 Alice G. Blanchard,   
 Emily M. Bloomfield,   
 Laura F. Bryant,   
 Alice C. Chesley,   
 Gertrude W. Clarke,   
 Nora H. Coffin,   
 Katharine A. Creden,   
 Annie A. Crowley,   
 Elizabeth A. Cushing,   
 Mary A. Cussen,   
 Alice E. Dacy,   
 Helen G. Davis,   
 Mabelle C. Davis,   
 Susie B. Doane,   
 Catherine Dolan,   
 Anna V. Donovan,   
 Hannah F. Dowd,   
 Theresa C. Dowling,

Maud E. Drinan,   
 Mary A. Duston,   
 Eva C. Fairbrother,   
 Theresa B. Finneran,   
 Loessa C. Ford,   
 Laura B. Fosdick,   
 Agnes A. Fraser,   
 Louise G. Fraser,   
 Amy Friedman,   
 Grace G. Gardiner,   
 Katherine G. Garrity,   
 Hattie L. Gates,   
 Annie R. Gerber,   
 Elizabeth Gillespie,   
 Susan J. Ginn,   
 Helen L. Girdler,   
 Anna O. Glendenning,   
 Lucy A. Gould,   
 Elsie L. Greene,   
 Frances C. Harrington,   
 Elizabeth L. Hebb,   
 Anita F. Hemmings,   
 Jennie M. Henderson,   
 Genevieve Huff,   
 Elizabeth H. Hunter,   
 Blanche E. Huntress,   
 Allie L. Hurd,   
 W. Helena Hussey,   
 Edith W. Jennings,   
 Alice E. Kelly,   
 Josephine F. Kenney,   
 Mary E. Kinney,   
 Clara G. Locke,   
 Gertrude E. Lockwood,   
 M. Frances Loring,   
 E. Jennie Lowery,   
 Mary G. Mahar,   
 Louise T. Marsh,   
 Elizabeth H. McGinniss,   
 Esther M. Meserve,   
 Ellen A. Miles,   
 S. May Minor,   
 Alice R. Murphy,   
 Mary S. Murphy.

Evelyn Nagle,  
 Gertrude J. Norton,  
 Gertrude G. O'Brien,  
 Jennie M. O'Brien,  
 Mary A. O'Brien,  
 Mary R. Pearson,  
 Gertrude M. Pepper,  
 Annie R. Pope,  
 Jennie M. Pray,  
 Mary V. Prendergast,  
 Edith R. Putnam,  
 Schassa G. Row,  
 Helen A. Sawyer,  
 Marguerite L. Serres,  
 Stella Shuman,  
 Annie L. Smith,  
 Blanche E. Smith,  
 Olga A. F. Stegelmann,  
 Florence A. Stevenson,  
 Maud E. Storey,  
 Catherine T. C. Sullivan,  
 Margaret E. Sullivan,  
 Mary F. Sullivan,  
 Agnes K. Sweeney,  
 Anna G. Taft,  
 Ella L. Taft,  
 Agnes G. Tarpey,  
 E. Mabel Taylor,  
 Gertrude L. Tilden,  
 Helen B. Tufts,  
 L. Edna Wedgwood,  
 Mabel White,  
 Mary W. Whitten,  
 Lucy B. Whittier.

## ROXBURY HIGH SCHOOL.

## FOURTH-YEAR CLASS.

*Boys.*

George W. Abele,  
 Walter B. Russell,  
 William M. Russell.

*Girls.*

Abbie G. Abbott,  
 Gertrude F. Briggs,  
 Maude L. Chamberlain,  
 Helen S. Conley,  
 Louise M. Cottle,  
 Mabel A. Jenkins,  
 Nellie M. Lawrence,  
 Orphise A. Morand,  
 Harriette E. Trask,  
 Myra E. Wilson.

## THIRD-YEAR CLASS.

*Boys.*

Patrick J. Broder,  
 Samuel C. Clough,  
 John L. Connors,  
 Wilber T. Cotton,  
 John S. Daley,  
 Horace A. Davis,  
 Daniel J. Donovan,  
 William W. Drummond,  
 Arthur W. Elliott,  
 Walter J. Faunce,  
 Harry E. Gibby,  
 Charles W. Good,  
 William H. Greene,  
 Lemuel A. Howe,  
 William A. Kenney,  
 Edgar F. Loveren,  
 Olaf Olsen,  
 Arthur T. Paddock,  
 Edward J. Sampson,  
 Frank A. Seaver,  
 John H. P. Sheridan,  
 Waldo H. Smith,  
 David F. Spinney,  
 Louis B. Spurr,  
 Willis P. Tilton,  
 Charles H. Weeber.

*Girls.*

Mary Y. Barry,  
 Helen F. Bartlett,

Marie Bauer,  
 Gertrude L. Boyden,  
 Nellie Burrows,  
 Helen Carman,  
 Susie S. Champney,  
 Mary M. Cleary,  
 Fannie I. Colby,  
 Lillian F. Connell,  
 Celeste B. Cooper,  
 Bessie L. Cox,  
 May A. I. Dacey,  
 Lillian F. Dodge,  
 Grace M. D. Emerson,  
 Annie E. Ernst,  
 Maud F. Ford,  
 Annie F. Foster,  
 Florence Foster,  
 Mary E. Gately,  
 Isabel F. Gerrish,  
 Florence C. Gordon,  
 Gertrude B. Graham,  
 Mary J. Green,  
 Mollie E. Gregg,  
 Molly W. Groce,  
 Katharine B. Haley,  
 Olive S. Halladay,  
 Mary A. Hanly,  
 Josephine R. Harrison,  
 Mary E. Hellewell,  
 Katharine D. Hewins,  
 Emily E. W. Hoehle,  
 Izetta B. Holway,  
 Elizabeth C. Hunneman,  
 Bessie L. Keltie,  
 May P. Kendricken,  
 Alice L. Little,  
 Lillian I. Lord,  
 Nellie A. Lyons,  
 Katharine F. Martin,  
 Minnie E. McLean,  
 Martha E. Melchert,  
 Florence E. Miner,  
 May G. Mooar,  
 Nellie B. Murphy,

Susie C. Nason,  
 Elizabeth H. Norman,  
 Katharine A. O'Brien,  
 Ellen F. G. O'Connor,  
 Maude F. N. Philbrick,  
 Alice M. Talbot,  
 Josephine H. Torrey,  
 Mary H. Waite,  
 Sallie P. Waite,  
 Clara G. Weeks,  
 Bertha M. Whitman,  
 Helen A. Whittemore,  
 Emma F. Wilson.

# WEST ROXBURY HIGH SCHOOL.

## FOURTH-YEAR CLASS.

### *Girls.*

Eva A. Carter,  
 Mabel S. Dorr,  
 Mary G. Hudson,  
 Winifred H. Hughes,  
 Amy H. Jones,  
 Marion L. Lewis.

## THIRD-YEAR CLASS.

### *Boys.*

John J. Conway,  
 George H. Fowle,  
 William H. Keleher,  
 Albert N. Kimball.

### *Girls.*

Ethel H. Arnold,  
 Mabel L. Chapman,  
 Loma D. Crosby,  
 Ellen G. Earnshaw,  
 Adalena R. Farmer,  
 Elizabeth K. Hall,  
 Mary V. Hanrahan,  
 Mattie T. Howes,  
 Rebecca L. Marsh,

Annie P. Sherman,  
 Florence S. Tripp,  
 Alice E. Wetherbee.

## ADAMS SCHOOL.

*Boys.*

William M. Burke,  
 Lloyd J. Downing,  
 Thomas A. Fulham,  
 John C. Hurley,  
 Eric W. Johnson,  
 Charles R. Knowles,  
 Samuel Lowe,  
 Archibald McInnes,  
 Dennis J. Ryan,  
 John F. Stanton,  
 William M. Stevenson,  
 Herbert W. Treat.

*Girls.*

Hattie M. Bloomfield,  
 F. Adele Coan,  
 Bessie L. Colley,  
 Lizzie T. Davis,  
 Fannie E. Dixon,  
 Carrie W. Faber,  
 Nina G. Hamilton,  
 Agnes E. Harvie,  
 Marion P. Hill,  
 Margaret C. Keating,  
 Eunice L. Lawler,  
 Emma L. Libby,  
 Kate L. McLaren,  
 Tessa H. McLaughlin,  
 Annie Nixon,  
 Sadie E. Nixon,  
 Lilla B. Smith,  
 Alice M. Snow,  
 Ida M. Sparrow,  
 Emma E. Wellock,  
 Edith Wills.

## AGASSIZ SCHOOL.

*Boys.*

Charles O. Barnes,  
 Carl W. Buff,  
 James E. Clinton,  
 Harry P. Cowee,  
 Charles E. Deland,  
 William L. Dolan,  
 Charles A. Drew,  
 Thomas F. English,  
 Edward Erickson,  
 Joseph Fallon,  
 Paul R. A. Gast,  
 Philip C. Gerlach,  
 George H. Gibson,  
 Edward J. Glenmon,  
 John R. B. Gunning,  
 Frank N. Haxton,  
 Robert Henderson,  
 George E. Kimball,  
 William F. Lydon,  
 Norman Pearse,  
 Benjamin Proctor, Jr.,  
 George F. Pugh,  
 George A. Reinhart,  
 Joseph T. Ridgeway,  
 Edward F. Robinson,  
 William J. Rogers,  
 Henry L. Seaver,  
 Laurence E. Topham,  
 Lewis C. Williams.

## ALLSTON SCHOOL.

*Boys.*

Albert H. Arnold,  
 Wendell T. Bailey,  
 Ernest S. Brown,  
 Patrick H. Cullen,  
 Daniel F. Cunningham,  
 John J. Curley,  
 Horace S. Dame,  
 Willard L. Fitzpatrick.

George H. Griggs,  
 Louis C. Johnson,  
 William H. McBain,  
 Frederie W. Morrison,  
 William H. Neil,  
 Laurie G. Nicholl,  
 Edwin L. Parker,  
 Roscoe R. Perry,

*Girls.*

Bessie M. Andrus,  
 Jennie M. Baker,  
 Carrie G. Bates,  
 C. Blanche Castle,  
 Flora A. Chase,  
 Minnie J. Childs,  
 Anna F. Cooper,  
 Grace M. Hall,  
 Ella B. Hill,  
 Mabel Kenison,  
 Bertha N. Meserve,  
 Agnes F. Mather,  
 Eunice A. McMillan,  
 Marion W. Monto,  
 M. Blanche Moore,  
 Ellen F. Murphy,  
 Katherine A. Nelligan,  
 Florence L. Newman,  
 Ella J. O'Connell,  
 Flora S. Parker,  
 Maud H. Rogers,  
 Marie A. St. Onge,  
 C. Edna Vollintine,  
 Eva L. White,  
 Nellie E. White.

BENNETT SCHOOL.

*Boys.*

Charles Capelle,  
 Joseph P. Costello,  
 Dennis P. Cronin,  
 Thomas W. Cross,  
 Edward M. Cunningham,

Charles A. Davis,  
 Edward T. Donlin,  
 William E. Dungan,  
 Alexis J. Fay,  
 G. Norton Fuller,  
 Edward J. Harvey,  
 Fred P. Hastings,  
 Raymond M. Hatch,  
 Charles W. Haynes,  
 George G. Heath,  
 Thomas A. Ivory.  
 John J. Kelly,  
 William J. Maguire,  
 Bernard A. McKinney,  
 Frank H. McKinney,  
 Dennis J. McNulty,  
 F. Claude D. Palmer,  
 Walter H. Parker,  
 Thomas J. Quinan,  
 Samuel R. Randall,  
 Fred R. Stetson,  
 Thomas E. Thornton,  
 James M. Waters,  
 Edward J. Welsh,  
 Fred C. Wormelle,  
 Clarence E. Worth.

*Girls.*

Bertha M. Ballard,  
 Blanche S. Ballard,  
 Beatrice M. Bird,  
 Mary A. Burke,  
 Mary J. Byrne,  
 Martha T. Cufflin,  
 Mary T. Cufflin,  
 Elizabeth B. Cavanagh,  
 Annie L. Chiekey,  
 Frances E. Comerford,  
 Bessie M. Coreoran,  
 Nora F. Cronin,  
 Mary E. Ducey,  
 Alice J. Featherston,  
 Mary T. Fleming,  
 Mabel A. Grafton,

Annie L. Hassett,  
 Bessie L. Henderson,  
 Mary E. Homer,  
 Eleanor M. Jordan,  
 Agnes M. Keefe,  
 Ellen F. Keefe,  
 L. May Lamont,  
 Mildred Maddern,  
 Helen G. McCarthy,  
 Mary A. McDermott,  
 Elizabeth F. McLaughlin,  
 Annie L. O'Connell,  
 Susie L. Pierce,  
 Mary C. Roche,  
 Bridget A. Russell,  
 Mary E. Russell,  
 Nora Shaw,  
 Katherine E. Skehan,  
 Josephine A. Spencer,  
 Maria E. Tobin,  
 Mary E. Welch.

## BIGELOW SCHOOL.

*Boys.*

William H. Barter,  
 Thomas J. Berrigan,  
 J. William Bigney,  
 Frank J. Burke,  
 J. Charles Caldwell,  
 Edward J. Carey,  
 Daniel J. Chapman,  
 John B. Colpoys,  
 Daniel J. Conley,  
 George W. Connell,  
 Charles H. Cummings,  
 John J. Fitzgerald,  
 Daniel J. Ford,  
 Matthew B. Furlong,  
 John J. Gallahue,  
 Edward F. Gavagan,  
 Joseph F. Geary,  
 Bernard J. Haney,  
 J. Frederick Havey,

Frederick G. Hersey,  
 George R. Huston,  
 John J. Huston,  
 Francis S. King,  
 John L. Kivlan,  
 Patrick E. Larkin,  
 Daniel J. Leary,  
 John F. Looney,  
 Patrick J. Lyons,  
 Thomas H. Maguire,  
 Edward J. Maher,  
 Albert F. Malin,  
 John E. Mayers,  
 James J. McCue,  
 Michael A. McGrath,  
 Robert McMurray,  
 Joseph D. Molloy,  
 John J. Morrissey,  
 Stewart J. Mullen,  
 John T. Murphy,  
 Stewart H. Neill,  
 Frank D. O'Neil,  
 Andrew L. O'Toole,  
 Edward Prohaska,  
 Charles D. Reagan,  
 Charles C. Ryder,  
 Clarence B. Sawyer,  
 Andrew T. Smith,  
 Charles H. Smith,  
 James J. Sullivan,  
 Timothy F. Sullivan,  
 Martin Towle,  
 George H. J. Walsh,  
 George F. Webber.

## BOWDITCH SCHOOL.

*Girls.*

Friede H. Arntzen,  
 Blanche E. Atherton,  
 Helen D. Barrett,  
 Helen F. Bell,  
 Mabel A. Bell,  
 Isabella J. Bruce,

Elisabeth J. Buckley,  
 Alice V. Casey,  
 Lillian E. Cronin,  
 S. Lizzie Crooker,  
 Frances E. Davis,  
 Edith M. Dinsmore,  
 Frances G. Dolan,  
 Annie Erickson,  
 Carrie M. Field,  
 Margaret M. Flynn,  
 Sara F. Haines,  
 Ethel P. Hathaway,  
 Matilda C. Kai,  
 Alice M. Keane,  
 Alice G. Kelly,  
 Elizabeth F. Leonard,  
 H. Gertrude Lord,  
 Rose M. Lyons,  
 Nellie Marsh,  
 Helen E. Munyan,  
 Caroline T. Newell,  
 Sarah F. Nolan,  
 Annie E. B. Norman,  
 Minnie S. Seaver,  
 Gertrude V. Sharp,  
 Alice D. Sherburne,  
 Sarah S. Slader,  
 Margaret M. Tobin,  
 Louise D. Weld,  
 Mary Woodall.

## BOWDOIN SCHOOL.

*Girls.*

Martha E. Armstrong,  
 Lizzie C. Batson,  
 Emma F. Brown,  
 Mabel D. Burleigh,  
 Emma P. Cook,  
 Bessie L. Davidson,  
 Alice C. Davis,  
 Mary E. Dixon,  
 Alice G. Florentine,  
 Mary E. Higgins,

Theresa Holmes,  
 Matilda S. Jones,  
 Josephine F. Lambrecht,  
 Elizabeth H. Matthews,  
 Ellen I. McLellan,  
 Mary E. B. McNiel,  
 Mary B. Millett,  
 Jeannette W. Morse,  
 Sarah B. Pelonsky,  
 Alice M. Philbrick,  
 Mary E. Regan,  
 Fanny M. Scarborough,  
 Elizabeth G. Taft,  
 Harriet E. Wheelock.

## BRIMMER SCHOOL.

*Boys.*

Joseph Ascher,  
 Richard J. Baker,  
 Charles M. Buckley,  
 James D. Gorman,  
 Winthrop B. Hammond,  
 Albert E. Heimann,  
 William E. Hyslop,  
 Henry M. Jackson,  
 Thomas J. Kelley,  
 John B. Lauder,  
 Edwin Lenk,  
 Peter J. McBreen,  
 Daniel D. McDonald,  
 John H. McDonald,  
 Louis Nelson,  
 Michael C. O'Brien,  
 William E. Packard,  
 Orlando F. Powers,  
 Frank O. Ryder,  
 Walter M. Sharpe,  
 Walker A. Smith,  
 John M. Stewart,  
 Richard A. Taylor,  
 Michael J. Tobin,  
 Joseph Verecelli,  
 Ralph W. Welch,  
 William A. Young.

## BUNKER HILL SCHOOL.

*Boys.*

Frank A. Berry,  
 James W. Campbell,  
 Joseph E. Counihan,  
 Walter W. Corlew,  
 Edward H. Cronin,  
 John Doherty,  
 Edward F. Donnelly,  
 William J. Drew,  
 Walter S. Gallagher,  
 Frank B. Gupstill,  
 Charles H. Jones,  
 Thomas A. Kelley,  
 Thomas F. Lynch,  
 William P. Mahoney,  
 Harry J. McNabb,  
 Francis E. Pearson,  
 Walter Pestell,  
 Frederick O. Phelps,  
 George A. Pierce,  
 George H. Riley,  
 Fred W. Scribner,  
 Ralph W. Smith.

*Girls.*

Edith L. Atkins,  
 Ella H. Berry,  
 Florence E. Bullard,  
 Annie O. Carven,  
 Nellie T. Donohue,  
 Alice M. Downey,  
 Cynthia Doyle,  
 Annie M. Eldridge,  
 Emma E. Esler,  
 Grace E. Holbrook,  
 Alice G. Hosmer,  
 Nellie A. Hurley,  
 Mary R. Kennedy,  
 Ella F. King,  
 Ella E. MacKeen,  
 Mary A. McCart,  
 Bridget F. McLaughlin,

Nellie A. Mitchell,  
 Mary E. Murphy,  
 Sarah V. Porter,  
 Maude E. Scribner,  
 Wealthy A. Tracey,  
 Florence E. Turner,  
 Florence M. Williams.

## CHAPMAN SCHOOL.

*Boys.*

John D. Adams,  
 Frank O. Bergquist,  
 Arthur W. Campbell,  
 Frank F. Capen,  
 Edward D. Carter,  
 Timothy F. Crowley,  
 Walter W. Davis,  
 Frank W. Doane,  
 Oscar F. Hansen,  
 I. Chester Hopkins,  
 William J. Ivers,  
 Loyal L. Jenkins,  
 Henry J. Kelleher,  
 Walter E. Kimball,  
 William S. Levins,  
 Seth A. Lewis,  
 George A. Magee,  
 Edward Maginn,  
 George S. McKenzie,  
 Frank A. Morrison,  
 Charles A. Perkins,  
 Fred L. Plummer,  
 David W. Simpson,  
 Wallace E. Snowdon.

*Girls.*

Florence E. Albertson,  
 Ada F. Andrews,  
 Blanche D. Bears,  
 Josephine Blinn,  
 Sadie L. Brown,  
 Mary G. Cannon,  
 Ardelle C. Cook.

Lena J. Dodge,  
C. Isabel Fletcher,  
Elsie J. Greene,  
Anna B. Harding,  
Lucy H. Jones,  
Mattie L. Kenison,  
Ada E. Marshall,  
Mary A. McGurn,  
Nettie J. Metcalf,  
Adele J. Pigeon,  
Mabel B. Plummer,  
Eliza J. Reid,  
Lucy A. Smith,  
Annie A. Snowdon,  
Gertrude N. Sullivan,  
Henrietta Taylor,  
Grace F. Wood.

## CHARLES SUMNER SCHOOL.

*Boys.*

C. Fred Calef,  
Carl A. Carlson,  
Frank L. Colburn,  
Albertus G. Dik,  
Lewis Epple,  
Clarence H. Fogerty,  
Robert J. Gunther,  
Walter H. Hinman,  
John J. McManus,  
Francis L. Mulqueeny,  
Thomas F. Mulrey,  
William J. Murphy,  
Herbert M. Nash,  
Alexander M. Patterson,  
Alfred M. Pinfield,  
Frederick W. Sessler,  
Robert J. Strobl,  
Robert J. Tully,  
Frederick T. Widmer,  
Charles F. Young.

*Girls.*

Mary B. Adams,  
Lillian G. Ammidown,

Mabel R. Benwell,  
Marion E. Bowdlear,  
Susan M. Bradley,  
Alice C. Clapp,  
F. Gertrude Clisham,  
Mary H. Dakin,  
Margaret E. Duffy,  
Grace A. Emerson,  
Florence M. Halligan,  
Edith M. Harrison,  
Luella Henderson,  
A. May Hiller,  
Sarah A. Jackson,  
Henrietta F. Johnson,  
Anna M. Lannon,  
Alice G. Lincoln,  
Edith F. Lowe,  
Elizabeth V. Norton,  
May C. Rydstrom,  
Henrietta A. Thomas,  
Anna B. C. Wahl,  
Ella F. Webb,  
Susan E. Weeks,  
Lillian T. Whiting.

## COMINS SCHOOL.

*Boys.*

Richard Auslow,  
John J. Bassing,  
Robert B. Cannon,  
William E. Curley,  
John J. Donovan,  
Edward F. Dorr,  
William F. Edgell,  
Ernest C. Geyer,  
William J. Havey,  
Henry Hohenstein,  
Harry G. Kitson,  
Henry G. Littig,  
Frank W. Lowe,  
Edward W. Mahan,  
James P. McCambly,  
William E. Mills,

Walter L. Murphy,  
 Russell Musculus,  
 Henry P. Noonan,  
 Chas. J. Odenweller, Jr.,  
 William F. O'Donovan,  
 Leo T. O'Neil,  
 John J. Osborne,  
 George W. Pitts,  
 Joseph A. Schnitzer,  
 Arthur A. Sondheim,  
 Adolph Stuetzel,  
 Fritz H. Thiessen.

*Girls.*

Lillie A. Aberle,  
 Alice M. Bastine,  
 Mary T. Brady,  
 Margaret M. Broderick,  
 Nellie G. Dallas,  
 Martha Engewald,  
 Mary J. Fay,  
 Sarah Gordon,  
 Bertha I. Kibbe,  
 Lillie M. Kibbe,  
 Sabina J. Kyte,  
 Sarah E. Lavin,  
 Annie L. McDonough,  
 Mary A. Meehan,  
 Helen S. O'Melia,  
 Annie M. Raithel,  
 Mary E. Redding,  
 Margaretta Roessle,  
 H. Caroline Wort.

## DEARBORN SCHOOL.

*Boys.*

Frederic C. Ayers,  
 Morty J. Burton,  
 Thomas J. Carty,  
 Walter N. Charles,  
 Arthur B. Cox,  
 William H. Curley,  
 Edward J. Dowd.

Frederick Edwards,  
 D. William Edwards, Jr.,  
 Henry C. Goehl,  
 Henry R. Good,  
 Frank H. Karcher,  
 J. Frank O'Malley,  
 John J. Partell,  
 James A. Quinlan,  
 Joseph F. Rorke,  
 Leo W. Schlegelmilch, Jr.,  
 Joseph J. Sloan,  
 Frank P. Sweeney,  
 Henry H. Swift.

*Girls.*

Ida H. Ayers,  
 Florence A. Bedard,  
 Marie L. Bingham,  
 Jennie C. Bowers,  
 Mary L. Bowers,  
 Alta M. Brown,  
 Adaline E. Carey,  
 Mary V. Cole,  
 Katharine L. Connell,  
 Nellie M. Cotter,  
 Mary L. Courtney,  
 Harriet G. Ennis,  
 Annie B. Flanders,  
 Marguerite K. Greene,  
 Georgiana F. Honneus,  
 Mary F. Murray,  
 Ella A. Norris,  
 Bessie L. Ormsby,  
 Amy Pickert,  
 Mattie O. Pierce,  
 Marie E. Schultz,  
 Agnes M. Shanahan.

## DILLAWAY SCHOOL.

*Girls.*

Gertrude Alley,  
 Mary A. Ansart,  
 Nellie M. Callahan,

Evelyn Carver,  
 Ada S. Clough,  
 Josephine M. Coogan,  
 Gertrude A. Copeland,  
 Theresa A. Crane,  
 Josephine Daniels,  
 Elizabeth S. Downs,  
 Florence E. Fisher,  
 Mabel Foster,  
 Hilda Friedman,  
 Edith R. Gariboldi,  
 Lulu Glass,  
 Annie Hall,  
 Elizabeth S. Halladay,  
 Marion C. Hennessy,  
 Grace E. Hood,  
 Edith M. Hooper,  
 Grace W. Kelly,  
 Agnes G. Kenney,  
 Mary G. Lavey,  
 Olive B. Libbey,  
 Lulu A. Littlefield,  
 Nancy A. MacDonald,  
 Mary G. Maloy,  
 Rachel F. McConnell,  
 Charlotte R. McKay,  
 Florence I. Moses,  
 Emma L. Papenhausen,  
 Lenore Papenhausen,  
 Frances L. Peck,  
 Genevieve A. Ryan,  
 Susan R. Seaver,  
 Lillian G. Shuman,  
 Alice G. Taylor,  
 Elizabeth A. Walsh,  
 Nettie M. Wilkinson,  
 Olive C. Wilson,  
 Mary M. Withington,  
 Laura G. Wyman.

#### DUDLEY SCHOOL.

##### *Boys.*

Lyman V. V. Banker,

Archie L. Blair,  
 Charles P. Blinn, Jr.,  
 Frank C. Bourne,  
 Henry A. Brawley,  
 William J. Broderick,  
 George L. Covell,  
 Herbert E. Cruft,  
 James J. Curry, Jr.,  
 H. Stanley Cushing,  
 Ernest R. Emerson,  
 Archie D. Friend,  
 Amos J. Gordon,  
 Charles W. Grinnell,  
 Aaron H. Hambro,  
 David F. Hill,  
 William Hogarty,  
 Frank W. Holsten,  
 Fred. L. Horton,  
 Charles J. Kelly,  
 James F. Kilduff,  
 James H. Knight,  
 John F. Lewis,  
 William C. Lydiard,  
 George M. McBarron,  
 James G. McDonald,  
 Thomas R. McDonald,  
 Thomas H. Miley,  
 Patrick D. Morris,  
 Herbert B. Morse,  
 Frederic R. Mulloney,  
 Augustin S. Pelletier,  
 George L. Pierce,  
 James R. Power,  
 William J. Rogers,  
 Wilfred H. Smith,  
 George A. Snell,  
 Edgar J. Thayer,  
 A. Rogers Tracy,  
 Paul J. Vinal, 2d,  
 Leonard Wesson,  
 Joseph H. Weston,  
 William H. Wheeler,  
 Lorenzo D. Wright.

## DWIGHT SCHOOL.

*Boys.*

Morris Alland,  
 Frank F. Bailey,  
 Samuel Bamber,  
 Henry Bear,  
 William T. L. Bowser,  
 Arthur W. Bradman,  
 Edison W. Brown,  
 Harry Buxbaum,  
 Robert M. Clarke,  
 John J. Colbert,  
 Ralph H. Cooley,  
 William Crozier,  
 Richard A. Crooker,  
 James F. Drey,  
 Henry W. Farquharson,  
 Arthur N. Folsom,  
 Alfred J. Fowlie,  
 John B. J. Gibbons,  
 Albert S. Gould,  
 Gerald Griffin,  
 Isaac Grishaver,  
 Harry C. Hanson,  
 Harry C. Heywood,  
 John E. Hogan,  
 Arthur J. Houghton,  
 Charles H. Hughes,  
 Harry J. Kane,  
 Herman L. Klein,  
 John J. Lane,  
 John J. Lennon,  
 Louis Leyser, Jr.,  
 Clarence N. Mann,  
 Albert Mehlinger,  
 Walter K. Mitchell,  
 Wendell P. Murray,  
 Frank O. Nourse,  
 William H. Powers,  
 William J. Sawyer,  
 Melville E. Shorey, Jr.,  
 John R. Sibley,  
 Edmund T. Stewart,

Henry W. Sykes,  
 Frederick Vorenberg,  
 Melville E. Webb, Jr.,  
 Frank L. Wiles,  
 James A. Wilson,  
 Edward Wingersky.

## EDWARD EVERETT SCHOOL.

*Boys.*

Stephen Badlam,  
 John P. Bainbridge,  
 George A. Barrett,  
 Walter S. Batchelder,  
 William S. Bramhall,  
 Frank E. Bugbee,  
 Fred A. Chase,  
 Ernest E. Clapp,  
 Warren E. Edson,  
 Edwin A. Field,  
 Stanley G. H. Fitch,  
 James C. Hoyer,  
 Charles H. Lynch,  
 Herbert N. Mitchell,  
 Joseph T. O'Hara,  
 William E. Richards,  
 Walter I. Ross,  
 John A. Ryder,  
 Archibald T. Silva,  
 Leon C. Small,  
 Herbert R. Stearns,  
 James J. Walsh.

*Girls.*

Maude Berry,  
 Minnie E. Bowditch,  
 Elizabeth E. Castello,  
 Mary E. Coughlan,  
 Emmeline G. Cushing,  
 Mary E. Igo,  
 Louise I. Ingalls,  
 Annie G. Jordan,  
 Elizabeth G. Leach,  
 Annie W. Larnard.

Grace L. McGraw,  
 Emma A. Miller,  
 Marion E. Nixon,  
 Nellie V. O'Brien,  
 Margaret T. Ring,  
 Edith G. Stuart,  
 Marion A. Thompson,  
 Hattie A. Thoms,  
 Mabel B. Van Huysen,  
 Josephine M. West,  
 Bessie B. Wheeler.

#### ELIOT SCHOOL.

##### *Boys.*

William Amolsky,  
 Daniel A. Boyle,  
 David J. Collins,  
 Walter L. Collins,  
 Daniel J. Crane,  
 Joseph H. Crowley,  
 John Damery,  
 Hugh J. Doherty,  
 Charles H. Donahoe,  
 Edward H. Drinkwater,  
 William J. Ferguson,  
 Martin J. Finn,  
 Samuel Fleischer,  
 Daniel J. Geary,  
 Abraham Ginzberg,  
 John C. H. Graham,  
 Marks Harris,  
 Joseph H. Horrigan,  
 Harry Hyman,  
 James L. Kane,  
 John A. Kane,  
 Michael F. Keenan,  
 Henry S. Levy,  
 Israel Lippa,  
 David A. Lourie,  
 George F. Magee,  
 Charles H. Mahoney,  
 Daniel J. McDermott,  
 Thomas P. McDonough.

Daniel B. Moran,  
 Edward P. Murphy,  
 Frederick W. Nissen,  
 Paul C. O'Donnell,  
 Dennis W. O'Neil,  
 Henry Penzanski,  
 Michael F. Powers,  
 James T. P. Purcell,  
 Philip Rubenstein,  
 Arthur Salavoiechik,  
 Joseph Santosuosso,  
 Alfred P. Seigliano,  
 William H. Sexton,  
 Lawrence P. Shannon,  
 Harry Silverman,  
 Samuel Silverman.

#### EMERSON SCHOOL.

##### *Boys.*

Frederick H. Antonia,  
 Thomas H. Battis,  
 Walter Beaumont,  
 William M. Brown,  
 William H. Butler,  
 Thomas F. Cahill,  
 Arthur E. Chown,  
 Thomas H. Dalton,  
 Edward W. Forster,  
 R. Henry Gray,  
 Frank L. Hall,  
 Henry A. Higgins,  
 Reginald W. Lewis,  
 Philip E. Luppold,  
 William S. Macdonald,  
 William E. McCallum,  
 John E. McCarthy,  
 Gordon McKay,  
 John H. McKim,  
 Alexander McLaren,  
 John W. Milward,  
 Arthur L. Packard,  
 Frederic C. Peterson,  
 Benjamin F. Sias,

William F. Slade,  
Emil G. Strübeck,  
Reginald S. Wells,  
William F. Welsh.

*Girls.*

E. Bertha Behnke,  
Katharine B. Eustace,  
Eliza D. Graham,  
Ella L. Green,  
Cora M. Gruber,  
Blanche L. Libbey,  
Eleanor L. Morse,  
Ethel L. Parker,  
Elizabeth H. Riley,  
Eliza M. Smith,  
Katie F. Snow,  
Florence M. Southward,  
Adeline E. Wares,  
Bertha M. Wares.

EVERETT SCHOOL.

*Girls.*

Susie E. Abbott,  
Edith L. Allen,  
Helen R. Banfield,  
Ella M. Bloom,  
Ida S. Bowlby,  
Winnifred Brabson,  
Ella R. Briggs,  
Martha Campbell,  
Ella M. Crawford,  
Vida M. Daymude,  
Bertha F. Dennée,  
Hattie B. Dizer,  
Carrie R. Downes,  
Ruby A. Ellis,  
Fannie I. Fall,  
Lillie D. Fay,  
Glennie L. Fielding,  
Laura D. Fischer,  
Mary A. Flatley,  
Lucia A. Goldsmith,  
Mary S. Haagensen,

Maria C. Hall,  
Frances W. Horn,  
Rose Kalesky,  
Sadie Kalesky,  
Elna T. Lang,  
Lillian Lasker,  
Annie V. Leahan,  
Lillie R. London,  
Cora E. Lyman,  
Grace V. Lynch,  
Margaret M. McCallion,  
Agnes M. Mirey,  
Isabelle M. Murphy,  
Annie E. Neal,  
K. Agnes Nerney,  
Rosa M. Nolan,  
Annie G. O'Brien,  
Agnes G. O'Neill,  
Kate M. Osgood,  
Mabel W. Owen,  
Grace G. Peck,  
Emily S. Perkins,  
Anna H. Prescott,  
Minnie A. Prescott,  
Annie L. Reynolds,  
Antoinette W. Richards,  
Bertha A. Richards,  
Lilla Rollins,  
Margaret F. Ryan,  
Rosa Schloss,  
Tinnie Seamon,  
Mary J. F. Slater,  
M. Olivia Smith,  
Effie Stedman,  
Mary H. Stewart,  
Rachel O. O. Swan,  
Mary E. Tannatt,  
Deborah Van Noorden,  
Elsie G. Warren,  
Catharine Weber,  
Mande E. Whalley,  
Mary E. Whelan,  
Georgie E. Wilson,  
Pauline Woodvine.

## FRANKLIN SCHOOL.

*Girls.*

Nellie Adams,  
 Adele Block,  
 Ella M. Brown,  
 Elizabeth G. Burke,  
 Minnie F. Calnan,  
 Margaret P. Connelly,  
 Annie G. Dailey,  
 Katy A. Daly,  
 Aimee M. David,  
 E. Maude Davis,  
 Ellen M. Day,  
 Mabelle A. Dixey,  
 Eva B. Dockham,  
 Edith M. Fowler,  
 Margaret E. Graham,  
 Rosa Green,  
 Bertha M. Harby,  
 Mabel F. Harley,  
 Alice C. Hood,  
 Carrie B. Jonsen,  
 Sarah Levy,  
 Edna D. Long,  
 Mabel N. Luce,  
 Mary A. Macdonald,  
 Susan C. McLaughlin,  
 Nora C. Merrick,  
 Mary A. Noonan,  
 Christine A. Norton,  
 Catharine L. O'Brien,  
 Hattie C. Otis,  
 Ida Prager,  
 Charlotte G. Rhodes,  
 Fannie Rothenberg,  
 Mabel J. Sanborn,  
 Bertha Shocher,  
 Ernestine Spitz,  
 Gertrude E. Spooner,  
 L. Elta Stevens,  
 Mabel J. Vaughan,  
 Rachel Weiss.

## FROTHINGHAM SCHOOL.

*Boys.*

Philip A. Carney,  
 Joseph A. Curcio,  
 Benjamin C. Day,  
 John J. Edwards,  
 John D. Flynn,  
 Charles R. Gile,  
 Frank S. Hanley,  
 Walter Haynes,  
 Henry H. Henderson,  
 Michael J. Hurley,  
 Moses Klous,  
 Miles J. Koen,  
 James W. McCann,  
 James J. Mellen,  
 Michael S. Morgan,  
 Frank W. Ramsey,  
 Charles F. Smith, Jr.,  
 William L. Wall.

*Girls.*

Sarah M. A. Brooks,  
 Mabel W. Chapin,  
 Gertrude M. Conley,  
 Angeline R. Curcio,  
 Theresa A. Dacey,  
 Margaret G. Donahue,  
 Clara L. Donovan,  
 Genevieve Donovan,  
 Henrietta M. Dunn,  
 Charlotte L. Finn,  
 Mary E. J. Fitzgerald,  
 Teresa M. Foley,  
 Annie E. Guilfoyle,  
 Lillian R. Hiebborn,  
 Laura M. Jarvis,  
 Katherine E. Leonard,  
 Sarah A. Mahan,  
 Regina C. McCabe,  
 Emma McLaughlin,  
 Mary E. McLaughlin,  
 Mary E. McNeil,

Emma A. Noonan,  
Jane L. O'Neil,  
M. Emma Smith,  
Carrie F. Stone,  
Margaret T. Sweeney,  
Elsie J. Tobin,  
Nettie A. Uart,  
Mary C. Vaughan,  
Susie L. Warren.

## GASTON SCHOOL.

*Girls.*

Anna M. Ahern,	Alice M. Hagerty,
I. Grace Anderson,	Edith E. Hall,
Elizabeth H. Barry,	Evangeline M. Hamilton,
Emma M. Bayers,	Grace B. Harrington,
Mary C. Berry,	Mary E. Haverty,
Amy A. Blaney,	Ethel A. C. Hussey,
Ethel A. Borden,	Florence Huxtable,
Lillian M. Burgess,	Mabel E. Johnson,
Alice E. Byford,	Hilda Kallman,
Florence E. Campbell,	Helen F. Kenney,
Caroline A. Chandler,	Gertrude Kindred,
Alice W. Cleverly,	Eva M. Linkletter,
Margaret M. A. Coen,	Alice B. Lynch,
Lottie F. Craibe,	Mary F. Magrath,
Florence M. Cully,	Mildred B. Mansfield,
Mary G. Cunningham,	Grace L. Marston,
Annie F. Damon,	Lena C. McCarron,
May Dean,	A. Gertrude McDonald,
Ellen M. Dixon,	Margaret J. McKellar,
Kate Dixon,	Annie S. Middleton,
Lillian M. Dyer,	Beulah E. Moorhouse,
Jennie C. Elms,	Genevra M. Moulton,
Alice A. Emerson,	Frances E. Park,
Emily F. Fillebrown,	Grace E. Paul,
Laura G. Fleet,	Mary E. Perry,
Lorn C. Forbes,	M. Bracy Ray,
May C. Foster,	Frances R. Sander,
Alice M. M. Gilkie,	Mary E. Shephard,
Ethel M. Gurney,	Ida M. Smith,
	Beatrice E. Southern,
	Amelia Spring,
	Gertrude I. Stockwell,
	Louisa Timmins,
	Bertha H. Walker,
	Florence M. Wall,
	Minnie L. Wallace,
	Lillian F. Waterhouse,
	Helen A. E. Webster,
	Frances C. Whalin,
	Gertrude E. Whelan,
	Corinne G. White,
	Mary A. Whitehead,
	Lottie I. Wright,
	Mary D. Wright.

## GEORGE PUTNAM SCHOOL.

*Boys.*

Frederick L. Andrews,  
 Harry L. Brasher,  
 James H. Broughton,  
 Luke J. Kelley,  
 Felix A. Mullaly,  
 Walter E. Oakes,  
 Wallace H. Plummer,  
 John P. Sampson,  
 Lester E. Taylor,  
 Allen N. Wakefield,  
 Elbert S. Wilson.

*Girls.*

Josephine E. Ansel,  
 Laura A. Brasher,  
 Matilda J. Burkhardt,  
 Edith L. Burr,  
 Gertrude M. Butcher,  
 Carrie Clasby,  
 Phoebe C. Cottle,  
 Julia M. Flanders,  
 Edna Friedman,  
 Katie C. Hannaford,  
 Elizabeth C. Hodson,  
 Lillian E. Jackson,  
 Grace N. Kinney,  
 Alice M. Morrison,  
 Josephine B. Nourse,  
 Emma R. Peters,  
 Gertrude F. Pettee,  
 Marian Quinn,  
 Catherine J. Sutton,  
 Carrie L. Tewksbury,  
 Catharine R. Welsh.

## GIBSON SCHOOL.

*Boys.*

John J. Aylward,  
 William F. Aylward,

Jeremiah F. Buckley,  
 William N. Burroughs,  
 Nathaniel H. Calder,  
 Edward M. Cox,  
 Edward E. Croscup,  
 David J. Flynn,  
 J. Frederick Gleary,  
 John Healey,  
 Charles R. Hendrie,  
 Charles W. Hinekley,  
 George W. Knight,  
 Timothy F. Leary,  
 G. Frederick Marden, Jr.,  
 Norman F. Morse,  
 Ralph E. Poore,  
 Harold R. Puffer,  
 Paul M. Rea,  
 Alexander G. Squire,  
 Arthur I. Williams.

*Girls.*

Corinna Barry,  
 Maud C. Blackmer,  
 Mary L. Boyd,  
 Mary A. Butler,  
 Augusta Cohen,  
 Annie M. Curley,  
 Pauline L. Cweig,  
 Jennie M. Diroll,  
 Alice M. Fairbrother,  
 Grace V. Farr,  
 Grace E. Greer,  
 Hebe Haynes,  
 Eliza M. Hobbs,  
 Grace M. Lamb,  
 Elizabeth B. Lamberton,  
 Louise G. Leonard,  
 Anastasia M. Meade,  
 Catherine A. O'Brien,  
 Mary E. O'Brien,  
 Estella G. Peters,  
 Harriet A. Ray,  
 Sarah E. Roach,  
 Coletta A. Ryan,

Nellie E. Welsh,  
Gertrude F. Whitecomb,  
Edith C. Wilkinson.

## HANCOCK SCHOOL.

*Girls.*

Ida O. Bareellos,  
Lillian A. Boudrot,  
Catherine A. Casassa,  
Anna H. Cohen,  
Josephine M. FitzGerald,  
Susan M. Garibotto,  
Frances A. Killam,  
Sara A. Laffey,  
Sarah Lipsky,  
Minnie E. McGirr,  
Elizabeth R. Phelan,  
Rosie E. Pinkofsky,  
Celia Pokifsky,  
Ida Schiattino,  
Rebecca Schwartz,  
Mary L. Silva,  
Jennie Solari,  
Jennie E. M. Watts,  
Mary G. Wigg,  
Ida E. Wolper.

## HARRIS SCHOOL.

*Boys.*

E. Clare Bent,  
Louis C. Bent,  
Chas. L. Carr,  
William Hudson,  
George D. Kingsley,  
Albert V. Lally,  
John D. McFadden,  
Thomas J. McGuinness,  
Joseph J. O'Brien,  
Arthur B. Rankin,  
Edward A. Regan,  
Benj. F. Strand,

Daniel J. Sullivan,  
Chas. H. Wigley.

*Girls.*

Bessie B. Armington,  
Florence Beaumont,  
Olive I. Blair,  
Mary A. Brady,  
Lillian M. Bryant,  
Annie G. Buckley,  
Annie J. Campbell,  
Mary L. Green,  
Elizabeth M. Hagar,  
Clara V. Lothrop,  
Catharine E. McMorrow,  
Grace Strickland.

## HARVARD SCHOOL.

*Boys.*

Charles F. Brown,  
Charles J. Carter,  
Daniel J. Coveney,  
John H. Coyne,  
William F. Donovan,  
William F. Fahey,  
Frank J. Fallon,  
Walter R. Goddard,  
Arthur D. Jones,  
Herbert G. Lewis,  
Dennis J. Lynch,  
Joseph T. Madden,  
Frederic F. Murphy,  
George A. Murphy,  
Jerome C. Murphy,  
Charles N. Page,  
Edward A. Paul,  
Frederic L. Quinn,  
Hastings J. Sawyer,  
Harry E. Saxton,  
Frank H. Smith,  
Joseph H. Sullivan,  
Elmer J. Swett.

*Girls.*

Mattie H. Bowker,  
 Clara M. Carey,  
 Sadie A. Cass,  
 Margaret T. Coughlin,  
 Lottie M. Currell,  
 Alice E. Dillon,  
 Nellie J. Green,  
 Grace E. Kaler,  
 Mary J. Leary,  
 May E. McKenna,  
 Bessie M. Murray,  
 Annie T. Nolan,  
 Nellie E. O'Brien,  
 Nellie D. Regan,  
 Gertrude M. Ringer,  
 Mary A. Ryan,  
 Katie T. Toomey,  
 Florence L. West.

## HENRY L. PIERCE SCHOOL.

*Boys.*

John A. Andrew,  
 Charles E. Barnstead,  
 George R. Brine,  
 Louis L. De Sorgher,  
 Walter E. Dix,  
 Eugene M. Dunbar,  
 Edward F. Garran,  
 James A. Gillespie,  
 Harry M. Gipson,  
 Frank L. Hazard,  
 Charles H. Hickey,  
 George E. Johnson,  
 Charles A. Keheo,  
 George J. Knox,  
 Howard W. Lang,  
 Walter W. Macauley,  
 William C. Mair,  
 Walter H. Maxcey,  
 Arthur C. McDonald,

Walter J. Nisbet,  
 Wallace J. Paget,  
 Albert Plimpton,  
 Paul D. Seaborn,  
 Daniel M. Smalle,  
 Homer S. Totman,  
 William H. Walsh,  
 Forrest J. Whitney.

*Girls.*

Clara L. Alden,  
 Nellie E. Brennan,  
 Edna M. Brophy,  
 Estelle K. Brophy,  
 Georgie E. Burnham,  
 Annie M. Calkins,  
 Luly V. Crawford,  
 Nellie L. Derrigan,  
 Georgie B. Dix,  
 Mary A. Dwyer,  
 Florence S. Freeman,  
 Rachel Gillespie,  
 J. Angier L. Goldie,  
 Helen P. Graves,  
 Annie M. Haines,  
 Clara L. Haynes,  
 Ida G. Haynes,  
 Harriet F. Hasey,  
 Emma E. Kean,  
 Sarah F. Kidney,  
 Rebecca McCarthy,  
 Theresa McDonald,  
 Rose H. McEnany,  
 B. Gertrude Murphie,  
 A. Esther Pastene,  
 Grace M. Plimpton,  
 Ella F. Ross,  
 Nellie M. Russell,  
 Grace O. Sanford,  
 Mary J. Sullivan,  
 Annie M. Talbot,  
 Blanche E. Thayer,  
 Grace A. Trifet.

## HUGH O'BRIEN SCHOOL.

*Boys.*

Frank Baxter,  
Joseph R. Daly,  
Thomas J. Doulan,  
William L. Johnson,  
Henry C. Lawrence,  
Frank T. Mangan,  
Milo C. Martin,  
Albert F. Patterson,  
Clarence Rayner,  
Thomas B. Regan,  
Percy R. Scamman,  
Frank A. Sughrue,  
Edward V. Sweeney,  
John J. Wallace,  
Richard M. Walsh.

*Girls.*

May Archibald,  
Bessie C. Banker,  
Mabel V. Cheney,  
Marion E. Deering,  
Gertrude S. Dunn,  
Theresa M. Engel,  
Sadie E. Felch,  
Jessie M. Ferguson,  
Mary E. Fitzpatrick,  
Omah A. Fortier,  
Clara S. Frost,  
Lida J. Hamilton,  
Mary F. Johnson,  
Agnes M. Kammler,  
Ida L. Lloyd,  
Elizabeth H. Moriarty,  
Catherine M. Murphy,  
Edith M. O'Connor,  
Lena M. Olson,  
Carrie B. Phippen,  
Nellie G. Quinn,  
Annie E. Ratigan,  
Eva V. Ripley,  
Florence J. Roberts,

Alice J. Sughrue,  
Henrietta A. Sutherland,  
Margaret P. Tighe,  
Grace L. Tozier,  
Edith M. Wiley,  
Henrietta M. Woods.

## HYDE SCHOOL.

*Girls.*

Caroline Abrams,  
Alice G. Archdeacon,  
Cassandra Archdeacon,  
Florence P. Averill,  
Mary A. Barnes,  
Elsie M. Bavincau,  
Jeannette Berger,  
Eugenie G. Bowen,  
Rosetta L. Burrell,  
Mary E. Coffey,  
Margaret E. Coleman,  
Katherine A. Connick,  
Annie E. Devereux,  
Theresa Doherty,  
Florence P. Ewing,  
Louise W. Faul,  
Alice M. H. Fee,  
Catherine G. Foley,  
Katherine E. Goode,  
Louisa C. Haggerty,  
Elizabeth L. Hayward,  
Ida M. Hebard,  
Annie E. F. Hopkins,  
Victoria A. P. Johansson,  
Frances A. Kingsbury,  
Gertrude M. Lawrence,  
Rosa C. Lutz,  
Annie Martin,  
Ella S. Merrill,  
Caroline J. Miller,  
Clara M. Murphy,  
Elizabeth Pennie,  
Annie J. Riley,  
H. Frieda Rosenthal,

Harriet Scanlan,  
Elizabeth Schafer,  
Carolyn F. Schrepel,  
Sarah H. Seaver,  
Alice G. Sullivan,  
Florence M. Thompson,  
Abbie F. Walton.

## JOHN A. ANDREW SCHOOL.

*Boys.*

James J. Barry,  
Thomas Buckner, Jr.,  
Michael J. Concannon,  
Jeremiah J. Delaney,  
Martin B. Dill,  
William J. Fitzgerald,  
William J. Fitzsimons,  
Frank C. Hill,  
Andrew J. Leahy,  
George E. E. Litchfield,  
Charles H. Lutten,  
Frank A. Mason,  
Charles S. O'Connor,  
Charles J. Rablin,  
Frederic M. Sears,  
Alfred S. Stewart,  
Warren S. Whitney.

*Girls.*

Mary E. Britt,  
Margaret L. Carolan,  
Mary R. Egan,  
Alice M. Gore,  
Mary E. Higgins,  
Millicent A. Hosley,  
Lucy D. Hurley,  
Helena M. Keleher,  
Lillian F. Madden,  
Annie T. Mahoney,  
Ella T. Mahoney,  
Catherine A. McMahon,  
Mary E. Nash,

Winifred E. Pentz,  
Alice T. Ronald,  
Arvilla M. Sands,  
Edith L. Storey,  
Margaret V. Warren,  
Annie M. Zbrosky.

## LAWRENCE SCHOOL.

*Boys.*

Patrick S. Barrett,  
Henry I. Bayers,  
George W. Bloomfield,  
Daniel J. Bowen,  
James A. Burke,  
James L. Burns,  
Joseph E. Callahan,  
James H. Campbell,  
Dennis J. Carey,  
John J. Collins,  
Timothy J. A. Collins,  
Anthony D. Conley,  
Patrick D. Cronin,  
F. Herbert Crowley,  
John A. Donovan,  
John W. Donovan,  
Michael J. Donovan,  
Joseph V. Downey,  
David J. Ford,  
Albert J. Gardetto,  
Albert T. Granger,  
William J. Greene,  
Charles H. Harvey,  
David P. Hayes,  
Thomas Healey,  
Thomas H. King,  
Michael F. Leonard,  
Louis Lipp,  
James E. Lydon,  
Thomas F. Lydon,  
William H. Mahar,  
John J. Maloney,  
Andrew P. Manning,  
Thomas H. McDermott,

Joseph F. McDonough,  
 John J. McGrath,  
 John B. McGuire,  
 John T. Meehan,  
 Richard E. Morgan,  
 Maurice Morris,  
 James C. Morrissey,  
 Joseph A. Moynihan,  
 Patrick J. O'Donnell,  
 Francis J. O'Hara,  
 John J. O'Neill,  
 William M. Shea,  
 Henry F. Sheedy,  
 Daniel J. Sweeney,  
 John W. Sweeney,  
 Francis J. Tobin,  
 Owen E. Todd.

## LEWIS SCHOOL.

*Boys.*

Edward H. K. Amidon,  
 Clarence G. Baker,  
 Claude D. Baker,  
 Walter R. Bean,  
 William C. Bowditch,  
 Walter A. Boyden,  
 Clifford Brooks,  
 Albert R. Brown,  
 William F. Browne, Jr.,  
 Fred. H. Buchanan,  
 John D. Buckingham, Jr.,  
 George A. Callahan,  
 James M. T. Carey,  
 Daniel J. Cronin,  
 Frank J. Cronin,  
 Edward B. Davis,  
 Bertram B. Dorr,  
 Arthur E. Driscoll,  
 Frank R. Farnham,  
 Chas. F. Ford,  
 Ralph F. Hanson,  
 Robert W. Hewins,  
 William B. Keeler,

Homer J. Killion,  
 Edward J. Monroe,  
 Edouard J. Morand,  
 Benno S. Newman,  
 Edward B. Paul,  
 Chas. V. Pease,  
 Waldo R. Place,  
 C. Harold Porter,  
 Arthur B. Sawyer,  
 Walter R. Shurtleff,  
 Chas. T. Snell,  
 William H. Stevenson,  
 Ralph Tredick,  
 William E. Tyler,  
 John L. Tufts.

*Girls.*

Ella P. Adams,  
 Winifred G. Anderson,  
 Gertrude Baldwin,  
 Gertrude S. Badger,  
 Dora E. Brown,  
 Flora E. Brown,  
 Abbie C. Carroll,  
 Mary A. Cassidy,  
 Edith A. Cate,  
 Mabel C. Chipman,  
 H. Eva Clements,  
 Louise Cornell,  
 Lulu A. Driscoll,  
 Sadie A. Dunham,  
 Ella M. Dunlap,  
 Mabel E. Freeman,  
 Myra N. Gage,  
 M. Esther Gill,  
 Beatrice L. Hadcock,  
 Carrie F. Hall,  
 Lotta B. Haseltine,  
 Catherine G. Hayes,  
 Bessie M. Macomber,  
 M. Agnes Martyn,  
 Ethel C. Nichols,  
 Esther Nuremberg,  
 Martha A. Olmsted,

Elizabeth L. Parker,  
Mabel Phillips,  
Edna C. Root,  
Mary M. Reardon,  
Mary E. Ritter,  
Sarah A. Ryan,  
Frances L. Stanton,  
Marion E. Stevenson,  
Bertha R. Sturks,  
Ethel L. Thayer,  
Josie A. Tobey.

### LINCOLN SCHOOL.

#### *Boys.*

Thomas A. Barry,  
John T. Batchelder,  
John A. Brace,  
Harry Brookshaw,  
Harry B. Campbell,  
Lester B. Cardell,  
Ralph A. Cognac,  
James L. Condon,  
Joseph Connolly,  
S. Herbert Cushing,  
George L. Dinsmore,  
John J. Driscoll,  
James B. Duffy,  
Charles F. A. Evans,  
Charles F. Fellows,  
Fred A. Finnigan,  
James H. Fitzgerald,  
Albert F. Foster,  
Joseph H. Haverty,  
Francis P. Holland,  
William H. Johnson,  
Thomas F. Lane,  
Fred D. Lawley,  
Edward R. Lincoln,  
Frank P. Linnehan,  
Fred O. G. Lyon,  
Charles A. McCarron,  
James M. McCarthy,  
James E. McIntyre,

Philip L. McMahon,  
Jerome J. McNamara,  
Thomas Milligan,  
John F. Murphy,  
Clifford B. Perham,  
Robert F. Reddy,  
Robert W. Perham,  
Edward T. Roche,  
Walter L. Sampson,  
William W. Smith,  
Robert L. Sullivan,  
William J. Waters,  
Charles H. Weare, Jr.,  
Harry B. Wilson,  
Arthur M. Wise.

### LOWELL SCHOOL.

#### *Boys.*

Frederic J. Allechin,  
Charles A. Bohn,  
Harry S. Broadbent,  
Theodore W. Cellarius,  
Fred. E. Chamberlin, Jr.,  
Cornelius Cole,  
Frank Cox,  
Joseph M. Culbert,  
Harry F. Doherty,  
Frank D. Engstrom,  
John A. Fraser,  
John A. Fürst,  
Frank W. Ganter,  
Martin F. Gibbons,  
Frank Glennon,  
Jeremiah F. Hayes,  
William F. J. Hoehle,  
Peter W. Hutchison,  
Henry Katzmman, Jr.,  
John J. Kelly,  
William L. Kelly,  
Thomas H. Killion,  
Stephen Liddy,  
Frank J. Ludwig,  
Charles L. McAleer,

Thomas G. McCandlish,  
J. Frank Mitchell,  
Timothy J. Murphy,  
William J. Murtagh,  
John H. Nolan,  
Ernest H. Parker,  
Ernst A. Regestein,  
Charles H. Rider, Jr.,  
William A. Schachrer,  
Fred. W. Small,  
Albert H. Vegkley,  
Joseph S. Vogel.

*Girls.*

S. Alice Bardenhoff,  
M. Agnes Becker,  
Eva M. Bemis,  
Lillian M. Blunt,  
Elizabeth B. Carty,  
Clara L. Chamberlain,  
Gertrude H. Deehan,  
Mary A. Dolan,  
Matilda F. Doll,  
Katharine L. Drummond,  
Bertha F. Ernst,  
Kittie A. French,  
Rosina D. Fritz,  
Ida Gilcher,  
Lillian F. Goode,  
Emma L. Gutermuth,  
Elizabeth M. Hardeastle,  
Adelaide Harris,  
Mary J. Hickey,  
Eva R. Holland,  
Kate E. James,  
Honora T. Long,  
Catherine A. Lyons,  
Margaret F. Magee,  
Alice M. Marchbank,  
Mary J. C. Marggraf,  
Ethel B. Mattatall,  
Fannie Maxwell,  
Elizabeth L. Metzger,  
Emma C. Mittell,

Sarah B. Munro,  
Mary E. Murtagh,  
Harriett M. Newnham,  
Mary A. O'Leary,  
Cathrine F. Roth,  
Louise H. Rothfuss,  
Mary C. Schuler,  
Elizabeth Stickel,  
Mary J. Stokinger,  
Minnie E. Sutherland,  
Helen F. Tarpey,  
Anna K. Vackert,  
Johanna C. Van Hall,  
Edith M. Wilson.

LYMAN SCHOOL.

*Boys.*

William A. Anderson,  
Michael J. Brennan,  
Edmund J. Burke,  
Joseph P. Cady,  
Maurice J. Cashman,  
John E. Currie,  
Frank C. Doherty,  
Joseph L. Doherty,  
Henry E. Foley,  
Edward J. Grainger,  
Joseph P. Green,  
John H. Hickey,  
John Hunneman, Jr.,  
Michael D. J. Lyng,  
William A. McLean,  
Michael J. Miles,  
Craig Muir,  
Frank M. O'Brien,  
John F. O'Neill,  
Roy W. Pigeon,  
Edward E. Pumphret,  
James A. Stanton,  
Joseph Vehlow,  
William L. Voge,  
Alfred A. Woodside.

*Girls.*

F. M. Bessie Aplin,  
 Carrie M. Crowley,  
 Harriette F. Curtis,  
 Nellie P. Fales,  
 Caroline E. Fernald,  
 Julia B. Henreckson,  
 Tanzin K. Howes,  
 Sadie E. Irish,  
 Elizabeth C. Leonard,  
 May A. McCormick,  
 Susie G. McGovern,  
 May B. McNaughton,  
 Sarah J. B. Murray,  
 Georgena M. Orpen,  
 C. Josephine Pendleton,  
 Ethel M. Pigeon,  
 Emma M. Reed,  
 L. Maud Robinson,  
 Frances M. Simpson,  
 Ella M. Swint,  
 Harriet N. Walters.

## MARTIN SCHOOL.

*Boys.*

William H. Addison,  
 Frederick H. Beckmann,  
 C. Henry Bletzer,  
 Charles F. Connell,  
 Jeremiah W. Donovan,  
 John Eldracher,  
 Arthur W. Geiger,  
 George G. Heintz,  
 Peter A. Hoban,  
 William N. Kenyon,  
 William J. Long,  
 Bernard T. Marks,  
 Patrick McCormick,  
 Charles M. McGowan,  
 John J. McGrath,  
 William M. Murphy,  
 George F. Nudd,  
 Daniel J. O'Connell,

Joseph A. O'Regan,  
 John E. Schayer,  
 Edgar M. Titus,  
 Edward W. Wright.

*Girls.*

Catherine A. Ahern,  
 Delia A. Baecher,  
 Helen Ball,  
 Helena G. Broderick,  
 Helen M. Corbett,  
 Mary O. Damon,  
 Ella F. Deuel,  
 Elizabeth M. Dold,  
 Catherine E. Gilbride,  
 Mary A. Gilbride,  
 Ray C. Levy,  
 Helen L. MacDonald,  
 Mary C. McEnaney,  
 Winifred H. Moore,  
 Marguerite T. Morse,  
 Elizabeth A. Murphy,  
 Grace Z. Robinson,  
 Helena D. Smith,  
 Isabella Stanley,  
 Catherine F. Wohlschlagel.

## MATHIEP SCHOOL.

*Boys.*

William P. Bennett,  
 Edwin E. Blake,  
 Alfred Brown,  
 William J. Collins,  
 Robert H. Ellis,  
 Cornelius J. Horgan,  
 Thomas J. Lawler,  
 John J. Leary,  
 Michael J. McMorroav,  
 Patrick H. Murphy,  
 Francis J. Norton,  
 John J. Norton,  
 Andrew D. Pierce,  
 Samuel B. Pierce,

Edward H. Ruby,  
 Stacy B. Southworth,  
 John H. Sullivan,  
 Patrick H. Wall,  
 Ralph C. Wiggin.

*Girls.*

Matilda Bernhardt,  
 Annie Blumenthal,  
 Esther Blumenthal,  
 Grace E. Bullard,  
 Margaret F. Burke,  
 Sarah H. Butler,  
 Frances M. Capelle,  
 Etta M. Cobb,  
 Julia A. Cunningham,  
 Mabel F. Currier,  
 Annie Furlong,  
 Bertha W. Glover,  
 Clara M. Hendry,  
 Helena J. Holland,  
 Annie J. Holleran,  
 Alice S. Jones,  
 Grace D. MacBride,  
 Louise K. Mara,  
 Ellen G. McFall,  
 Mary E. Minihan,  
 Mary I. Mulkern,  
 Helena F. Smith,  
 Edith A. Stephenson,  
 Annie A. Walsh.

MINOT SCHOOL.

*Boys.*

Sidney Dunn,  
 George H. Eastman,  
 Francis J. Levins,  
 John J. Lordan,  
 Royden Loring,  
 John J. McGrail,  
 Robert C. Polson,  
 John J. Scarry.

*Girls.*

Mary E. Barnes,  
 Louisa D. Burbank,  
 Sarah L. Hayden,  
 Margaret E. Meleedy,  
 Emma S. Moulton,  
 Lillian W. Osborne,  
 Bessie G. Pierce,  
 Mary L. Safford,  
 Mary T. Scarry,  
 Florence A. Stone,  
 Irene A. Whitmarsh.

MT. VERNON SCHOOL.

*Boys.*

Fred L. Bauer,  
 Everett E. Brown,  
 Fred R. Colburn,  
 William C. Conway,  
 Earl E. Davidson,  
 Robert C. Hawkins,  
 Winthrop F. Irving,  
 Carl H. Karcher,  
 William D. Lane,  
 William G. Lutz,  
 Ernst F. Meyer,  
 William A. Nannery,  
 George Ratcliff,  
 Richard A. Weschrob,  
 Albert C. Whittemore.

*Girls.*

Annie B. Cochrane,  
 Anna B. Fuchs,  
 Maude L. Guild,  
 Clara A. Harring,  
 Millie C. Hathaway,  
 Annie H. Holbrook,  
 Frances H. Jordan,  
 Nellie C. Madden,  
 Louise A. Mann,  
 Elizabeth M. Murphy,

Mary A. O'Brien,  
 Josie V. Plumer,  
 Alice E. Seaver,  
 Julia E. Stevens.

# NORCROSS SCHOOL.

## *Girls.*

Margaret I. Barker,  
 Lucy J. Bartlett,  
 Helen H. Boynton,  
 Nora A. Brown,  
 Jessie A. Chute,  
 Margaret L. Cooney,  
 Mary E. Cronin,  
 Catherine A. Dacy,  
 Nora E. Dalton,  
 Ellen F. Davis,  
 Mary E. Donnelly,  
 Clara H. Fidler,  
 Margaret E. FitzGerald,  
 Eleanor F. Griffin,  
 Catherine E. Halligan,  
 Catherine E. Hughes,  
 Carrie S. Jenkins,  
 Mary E. Kelly,  
 Charlotte J. Kenney,  
 Mary F. Keyes,  
 Charlotte Lane,  
 Anna E. Lydon,  
 Ellen C. Magner,  
 Ellen G. Mahony,  
 Helen F. Manning,  
 Anna M. Martin,  
 Sarah E. Martin,  
 Ellen G. Moore,  
 Mary E. Murphy,  
 Margaret J. Murphy,  
 Lucy A. Newton,  
 Mary A. O'Neill,  
 Catherine N. Sullivan,  
 Hannah E. Threadgold,  
 Evelyn A. Webster.

# PHILLIPS SCHOOL.

## *Boys.*

Frank J. Batcheller,  
 William H. Batum,  
 Patrick D. Callahan,  
 Daniel J. Cronin,  
 John J. Cronin,  
 Charles H. Dillworth,  
 John C. Driscoll, Jr.,  
 Joseph P. Fagan,  
 Robert J. Friery,  
 Manuel Gorfinkle,  
 Michael G. Hackett,  
 John J. Hallahan,  
 Walter T. Hannigan,  
 John J. Harvey,  
 John P. Hinchy,  
 George J. Ingalls,  
 George F. Keenan,  
 John Kippenberger,  
 Samuel L. Leftovith,  
 David J. McCarthy,  
 Leo H. McCarthy,  
 Dennis J. McGillienddy,  
 William F. Methuen,  
 Francis H. Mills,  
 Thomas F. Mulvey,  
 Jeremiah L. Murphy,  
 Jeremiah J. O'Connor,  
 Lewis J. Pierce,  
 Ruel S. Pierce,  
 Francis E. Quinn,  
 William F. Scanlan,  
 Henry Siskind,  
 Harold W. Smith,  
 Francis C. Stacy,  
 William F. Sullivan,  
 Edmund G. Toomey,  
 Andrew T. Walsh.

# PRESCOTT SCHOOL.

## *Boys.*

Sidney A. Allen,  
 Samuel C. Bailey,

Joseph M. Blagdon,  
 William F. Copithorne,  
 Louis De Wolfe, \*  
 Harry E. Fall,  
 Charles H. Ford,  
 Bernard R. Freeman,  
 William C. Ham,  
 George S. Keyes,  
 Burt R. Martin,  
 James F. McLaughlin,  
 Philip C. McMahon,  
 Charles V. McNulty,  
 Burt T. Shaw,  
 Edward L. Sheridan,  
 Paul R. Snow,  
 William H. Swift.

*Girls.*

Elizabeth H. Black,  
 Minnie F. Blagdon,  
 Mabel Butterfield,  
 Alice T. Chandler,  
 Alice M. Clark,  
 Mary A. Favour,  
 Margaret F. Goggin,  
 Mary G. Green,  
 Phœbe A. Jordan,  
 Elizabeth G. Keenan,  
 Margaret R. Keenan,  
 Jennie M. Kelly,  
 Katharine A. McNulty,  
 Katie G. Melligan,  
 Mabel A. Mooney,  
 Ethel M. Morrill,  
 Mary O'Brien,  
 Lavinia F. O'Callaghan,  
 Mary E. Reardon,  
 Rena F. Rich,  
 Florence E. Swift,  
 Mabel E. Turner.

## PRINCE SCHOOL.

*Boys.*

James F. Bamford,

Albert E. Blight,  
 Louis de P. Cole,  
 Charles B. Comee,  
 Charles H. Comey,  
 William H. Drollet,  
 George P. Emmons,  
 Arthur S. Fitch,  
 Curtis P. Guilford,  
 Daniel E. Hallett,  
 Byam Hollings,  
 Edward N. Lee,  
 Walter L. Leighton,  
 Francis C. Lincoln,  
 Ernest L. Littlefield,  
 Benjamin S. Luther,  
 Earl R. Martin,  
 John J. McGary,  
 Fred C. Mullen,  
 Perley C. Palmer,  
 Allan W. Rowe,  
 Robert W. Sawtelle,  
 Stanley C. Sears,  
 Channing C. Simmons,  
 Oscar Simmons,  
 Montfort H. Smith,  
 Albert Stone,  
 Frank D. Stranahan,  
 Etheredge Walker,  
 Stuart Walker.

*Girls.*

Maud E. Bacon,  
 Lillian M. Bell,  
 Alice M. Busiel,  
 Florence K. Cheney,  
 Marion W. Chick,  
 Jessie M. Douglass,  
 Mary C. Dwyer,  
 Annie P. Ellsworth,  
 Amy E. Emery,  
 Ethel M. Fales,  
 Alice A. Fay,  
 Nina Filisetti,  
 Margie Frasier.

Elizabeth P. Gardner,  
 Sarah R. Hecht,  
 Gertrude E. Higgins,  
 Blanche C. Howard,  
 Leota C. Jellison,  
 Amanda E. Johnson,  
 Reatha B. King,  
 Leslie B. Kyle,  
 Grace E. Lord,  
 Alice G. Lovett,  
 Alice L. Meserve,  
 Mary J. Monohan,  
 Mabel I. Otis,  
 Marion L. Owen,  
 Ruth Perry,  
 May E. Richardson,  
 Bessie C. Roberts,  
 Hattie A. Severance,  
 Marie W. Smith,  
 Louise N. Valpey,  
 Ethel A. Wakefield,  
 Jennie W. Waldron,  
 Anna M. Walsh,  
 Clara W. Ware,  
 Marion Waterman,  
 Ella L. West.

#### QUINCY SCHOOL.

##### *Boys.*

Philip Barrant,  
 Frederick C. Benway,  
 Samuel E. Berger,  
 Patrick F. Butler,  
 Thomas F. P. Carr,  
 James E. Collins,  
 Michael F. Cronin,  
 Fred G. Daniels,  
 Jeremiah F. Donovan,  
 Daniel M. J. Duggan,  
 Charles E. Earle,  
 James J. Harkins,  
 John H. Holding,  
 Thomas F. Houlihan,

William T. Irving,  
 Daniel A. Keating,  
 William F. Kerfrigan,  
 John J. Leary,  
 Henry Levi,  
 Frank L. Lyons,  
 Joseph Manning,  
 James F. McDermott,  
 Henry P. Moltedo,  
 John F. Murphy,  
 John C. Ormsby,  
 James Quartz,  
 John J. Quinn,  
 John J. Radley,  
 Theodore M. Seekel,  
 Joseph L. Slattery,  
 Frank W. Slawson,  
 James F. Sullivan,  
 James J. Sullivan,  
 Michael J. Sullivan,  
 Thomas J. Tynan.

#### RICE SCHOOL.

##### *Boys.*

William L. Aldrich,  
 Arthur S. Allen,  
 Clifton B. Arey,  
 George A. Barnes,  
 Edward S. Bennett,  
 Carroll M. Bill,  
 Thedford E. Blakely,  
 George W. Brennan,  
 Morris C. Brennan,  
 Harry A. Brigham,  
 Wakeman Brown,  
 Timothy P. Callahan,  
 William H. Cambridge,  
 J. Arthur Coles,  
 Thomas J. Conlon,  
 George O. Cook,  
 George H. L. Curtin,  
 Albert G. Cutler,  
 Fred W. Daggett,

Frank E. Dodge,  
 Frank D. Doyle,  
 Herbert S. Durgin,  
 Arthur C. Fitzpatrick,  
 Frank S. Hayden,  
 Benjamin Lazarus,  
 Patrick J. McCarthy,  
 Thomas F. McCormick,  
 William R. McFarland,  
 Thomas M. McLachlan,  
 Frank J. Nagle,  
 William J. Nagle,  
 Frank C. Pendola,  
 John J. Pendola,  
 Guy C. Rowell,  
 Francis E. Smith,  
 Alexander R. Wagstaff,  
 Walter G. Waitt,  
 Harry E. Whitney,  
 Arthur K. Wildes,  
 Rupert D. Worcester,  
 Eugene E. Wyman.

## SHERWIN SCHOOL.

*Boys.*

Joseph F. Amrhein,  
 Albert M. Ballou,  
 Harry G. Beyer,  
 William C. Bopp,  
 Arthur F. Bradlee,  
 Thomas F. Burke,  
 Timothy F. Callahan,  
 Leon I. Chester,  
 Charles H. Chick,  
 John P. Clair,  
 John F. Cotter,  
 John J. Craig,  
 George F. Crocker,  
 John W. Foss,  
 Edward F. Glavin,  
 Daniel Good,  
 William O. P. Good,  
 James J. Hagerty,

Frank Juggius,  
 Arthur H. Macdonald,  
 Carl G. M. Miller,  
 Hermann Miller,  
 Harry L. Mills,  
 John F. Murphy,  
 James J. Owens,  
 Alexander R. Paul,  
 Henry Pollack,  
 Charles A. Rice,  
 John C. B. Sachs,  
 William Scanlan,  
 Charles W. Simmonds,  
 Warren A. Spurr,  
 Percy J. Vail,  
 Arthur W. Vaughan,  
 William M. Waul,  
 Ernest C. Wells,  
 Joseph R. Yendley.

## SHURTLEFF SCHOOL.

*Girls.*

Gertrude H. Arndt,  
 Margaret T. Baker,  
 Christabell Clune,  
 Julia F. Connolly,  
 Sarah F. Costello,  
 Ellen T. Coughlin,  
 Mary A. Cronin,  
 Catherine L. Crowley,  
 Katherine G. Daly,  
 Nora E. Daly,  
 Julia G. Davison,  
 Florence DeBock,  
 Mary T. Donely,  
 Mabel C. Duke,  
 Edith H. Faber,  
 Edith G. Fisher,  
 Mattie E. Fisher,  
 Anna J. Flynn,  
 Mary D. Freeman,  
 Lottie A. Fuller,  
 Flora E. Gerrish,

Fanny B. Gordon,  
 Etta F. Higgins,  
 Elizabeth J. Horton,  
 Emma F. Johnston,  
 Grace E. Kearns,  
 Anna M. King,  
 Mary A. Kivlan,  
 Minnie F. Lewis,  
 Lottie M. Mackay,  
 Florence J. Mayers,  
 Mary E. McCann,  
 Mary F. McCarthy,  
 Ellen T. McGinley,  
 Annie C. McQuarrie,  
 Mary F. Nelligan,  
 Nellie A. Nowlin,  
 Gertrude H. O'Connor,  
 Mary F. O'Leary,  
 Elizabeth T. O'Neil,  
 Grace J. O'Neil,  
 Edith M. Parker,  
 Edna R. Patterson,  
 Stella M. Pease,  
 Annie E. Reagan,  
 L. Gertrude Sanborn,  
 Ellen F. Shaughnessy,  
 Mabel T. Small,  
 Florence L. Smith,  
 Ethel M. Spooner,  
 Agnes L. Sullivan,  
 S. Gertrude Tighe,  
 Catherine A. Tucker,  
 Mary A. White,  
 Isabel Whyte.

## STOUGHTON SCHOOL.

*Boys.*

John T. Bogman,  
 Frank S. Bourne,  
 George H. Cavanagh,  
 John P. Cavanagh,  
 Augustus G. Gigger,  
 Alexander A. Martin,

Clarence A. Needham,  
 Oscar J. Price,  
 John H. Pratt,  
 Henry W. Strangman,  
 Anthony Travers,  
 William H. Wagner.

*Girls.*

Stella W. Brown,  
 Amy E. Clay,  
 Lillian G. Gove,  
 Emma A. Hawes,  
 Susie F. Holway,  
 Louretta McDonald,  
 Clarissa M. Smith,  
 Mary E. Sullivan,  
 L. Marion Taylor,  
 Mabel E. Trask.

## THOMAS N. HART SCHOOL.

*Boys.*

Wesley M. Bishop,  
 Frank F. C. Bockelman,  
 Colin Campbell,  
 William J. Day,  
 John J. Desmond,  
 William H. Downs,  
 Henry T. Dudley,  
 George Gavin,  
 Thomas J. Guy,  
 Chester E. Hammond,  
 John F. Higgins,  
 John Hooley,  
 John J. Kenney,  
 William J. Keyes,  
 Henry F. Koerber,  
 Karl W. Koerber,  
 Howard W. Langguth,  
 Henry M. Lyman,  
 Walter D. McAvoy,  
 Frank D. O'Connor,  
 Joseph P. O'Reilly,  
 William B. Palmer,

Frank H. Queen,  
John F. Slattery,  
John A. Solothurnman,  
Harry W. Soule,  
Robert F. Souther,  
George D. Spragne,  
Fred M. Stevens,  
George E. Thyng,  
Alva G. Tibbetts.

## TILESTON SCHOOL.

*Boys.*

Marston I. Cobb,  
John Kenney,  
Clarence M. Parker,  
Charles H. Skinner.

*Girls.*

J. Elizabeth Anthony,  
Annie L. Berry,  
Olive M. Berry,  
Florence E. Buck,  
Anna J. Culgin,  
Anna F. Daley,  
Sara V. Doonan,  
Bertha Fisher,  
Elizabeth Hammersley,  
Elizabeth W. Hersey,  
Lillian C. McIntosh,  
Hannah D. Williams.

## WARREN SCHOOL.

*Boys.*

Herman A. Bragg,  
Fred M. Burroughs,  
Frank D. Colby,  
Myron G. P. Cressey,  
Prentice L. Garland,  
Leon P. Goodspeed,  
Norman S. Hope,  
Alexander R. Johnston,

Joseph W. Laughlin,  
John W. McBrine,  
George W. McDonald,  
Howard M. Pitman,  
Edgar S. Rattleff,  
Ernest F. Rich,  
George W. Rich,  
Charles I. Ruggles,  
William D. Theall.

*Girls.*

Bessie M. Berry,  
Mary A. Bradford,  
Grace M. Broaders,  
Florence O. Brock,  
Josephine M. Burekmyer,  
Mary E. Burroughs,  
Annie Carter,  
Eva M. Colton,  
Margaret Connell,  
Katie J. Connorton,  
Augusta T. Crane,  
Lucy C. Dyer,  
Julia A. Falvey,  
Mary A. Fox,  
Bessie E. Hunt,  
Helen Leavitt,  
Olive D. Littlefield,  
Bessie C. McBrine,  
Alice M. McCusker,  
Maude M. Nason,  
Pearl E. Pomeroy,  
Margaret G. Riley,  
Carrie M. Robinson,  
Annie I. Ruston,  
May E. Simonds,  
Mary E. Sullivan,  
Eva B. Tinker.

## WELLS SCHOOL.

*Girls.*

Elizabeth F. Barry,  
Annie E. Brennan,

Veronica G. Bryan,  
 Lillian R. Carr,  
 Mary J. Dailey,  
 Augusta Danziger,  
 Veronica G. Desmond,  
 Margaret A. Feeney,  
 Veronica L. Gaytons,  
 Gertrude R. Goldman,  
 Helen M. Hurley,  
 Sadie Isenberg,  
 Rose F. Kamber,  
 Rachel Lipman,  
 Mary F. Lloyd,  
 Sadie V. Lyons,  
 Katharine L. Macdonald,  
 Mary G. Malone,  
 Mary F. Marshall,  
 Alice G. McCarthy,  
 Marion A. McCarthy,  
 Katherine L. McLaughlin,  
 Janet L. Miller,  
 Clara A. Milliken,  
 Annie T. Murphy,  
 Mary E. R. Noone,  
 Mary F. Porter,  
 Elizabeth L. Quigley,  
 Amy Schwartz,  
 Mary E. Sheehan,  
 Mary M. L. Smith,  
 Violet L. Smith,  
 Frances G. Spillane,  
 Grace E. Stetson,  
 Josephine M. Tuttle,  
 Teresa C. Viano,  
 Margaret Walsh,  
 Mary M. A. Whelan,  
 Ada E. Young.

#### WINTHIROP SCHOOL.

##### *Girls.*

Annie Ayer,  
 Bella Belmont,

Caroline G. Benway,  
 Annie M. Boodro,  
 Louise W. A. Boodro,  
 Helen F. Brennan,  
 Margaret F. Courtney,  
 Katherine M. E. Daly,  
 Mary E. Donovan,  
 Anna E. Eberhard,  
 Catherine G. Foley,  
 Margaret J. Gamage,  
 Alice S. Gardner,  
 Harriet Gerber,  
 Katharine J. Gillis,  
 Lucy V. Gitto,  
 Mary E. Goodwin,  
 Annie H. M. Haley,  
 Martha Hatch,  
 Mabel B. Heath,  
 Jessie A. Hinchliffe,  
 Maggie W. Hinchliffe,  
 May L. Horgan,  
 Marion La Farge,  
 Louisa D. Land,  
 Annie E. Lee,  
 Edith M. Lynch,  
 Josephine A. McCarthy,  
 Annie M. W. McDonald,  
 Katharine E. McPhilomy,  
 Blanche E. Mooney,  
 Jessie A. Murphy,  
 Annie E. Nichols,  
 Alice M. J. Nuttle,  
 Mary A. E. O'Connor,  
 Louisa P. Oestreicher,  
 Annie L. Quinn,  
 Prudence M. Reafuse,  
 Emma A. Richberg,  
 Nellie A. Riley,  
 Ida E. Rounsefell,  
 Emma F. Russell,  
 Annie H. Schimmer,  
 Anna E. Schneidt,  
 Mary C. Shea,  
 Catherine A. Smith,

Gertrude R. Smithkin,  
Abigail F. Sullivan,  
Catherine A. J. A. Sullivan,  
Jennie A. Sullivan,  
Mary T. Talbot,  
Etta W. Tucker,  
Annie E. Tute,

Elizabeth A. Welton,  
Annie V. Wholey,  
Carrie H. Wiley,  
Hanna Wilshinsky,  
Annie Wilson,  
Charlotte Zirbes.



ANNUAL SCHOOL FESTIVAL.

1892.



## ANNUAL SCHOOL FESTIVAL, 1892.

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THE Annual School Festival in honor of the graduates of the Boston public schools was held in the Massachusetts Mechanic Building, Huntington avenue, on the afternoon of Saturday, July 2, 1892, under the direction of the committee of the School Board appointed for the purpose, consisting of Mr. Fred. G. Pettigrove (Chairman), Miss Laliah B. Pingree, Messrs. Charles E. Daniels, Thomas F. Strange, and Henry D. Huggan.

The occasion was honored by the presence of His Excellency the Governor, His Honor the Mayor, members of the City Government and School Committee, distinguished officials and citizens, teachers of the public schools, and parents and friends of the graduates.

The front of the stage was tastefully decorated with potted plants, and the bouquets provided for the graduates were arranged in large banks extending the entire width of the stage. The bouquets, 2,650 in number, were furnished by the following-named florists: James P. Clark, James Delay, Norton Brothers, T. H. Meade, J. P. Newman & Sons, Twombly & Sons, A. C. Bowditch & Co., and John Mooney.

The Boston Cadet Band, under the direction of Mr. J. Thomas Baldwin, furnished the music for the

occasion. The collations for the committee and pupils were provided by Mr. William Tufts.

The graduates were marshalled to their places under the direction of Chief Marshal Samuel J. Bullock, master of the Bunker Hill School.

The graduates of the Grammar Schools filled the first balcony and about five hundred seats on the floor of the hall. The graduates of the Normal, Latin, and High schools had been excused from taking part in the exercises on account of the limited accommodations, but many of them were present as invited guests. Not many years ago these annual school festivals were held in Music Hall and all graduates participated in the exercises. Then it became necessary to excuse the High School graduates from attendance on account of the large increase in the number of graduates and the insufficient accommodations of Music Hall. It very soon became apparent that this hall had become inadequate for the purpose, and the first festival was held in Mechanic Building in 1882. The Normal, Latin, and High School graduates were again permitted to participate in the exercises. The number of graduates in 1883 from all the schools was 2,059. In 1890 the number of graduates had increased to 2,812. It was found that even the accommodations of the large hall of Mechanic Building afforded but comparatively small space for the invited guests and others, after the graduates had been provided for, and it was decided to again excuse the graduates of the higher grades of schools and require the attendance of the graduates of the Grammar Schools only.

The present year the number of diploma scholars of the Grammar Schools was about 2,450. As most of the graduates of the High Schools had previously taken part in the School Festival as graduates of the Grammar Schools, the committee felt less reluctance in excusing them.

There has been no singing at the annual school festival except at such times as the music festival was held in connection with the school festival. The Festival Committee of this year decided to try the experiment of having the pupils and the audience sing "America." Mr. James M. McLaughlin, one of the Special Instructors of Music in the public schools, presided at the organ, which, with the band, furnished the accompaniment. The singing proved to be one of the most pleasing features of the occasion.

The Chairman of the Festival Committee, Mr. Fred. G. Pettigrove, delivered the opening address.

#### ADDRESS OF MR. FRED. G. PETTIGROVE.

*Graduates of the Grammar Schools:* In the name of the School Committee, and on behalf of all its members, I give you greetings and congratulations.

We welcome you to this annual festival, which marks the close of your work in the Grammar Schools, and give you joy upon the success you have gained there. Wherever you go in all the years to come each of you will take our highest hopes that the brightest promise of this morning of your life may be fulfilled.

Once a year for almost a hundred years the graduates of the Boston public schools have come together as you are assembled here to-day. The 99th annual festival no more resembles the festivals of the early part of this century than the noble building on Warren avenue, where the Latin School now has its home, looks

like the old Latin School-house that once stood on School street. But the purpose and the spirit of this gathering are the same as when the pupils were first summoned to receive the medals under the gift of Benjamin Franklin, who owned himself a debtor to the "free Grammar School."

From a very small beginning, this festival has grown to such proportions that the only place large enough to fitly hold it is this great hall; and, if Boston keep its steady growth of recent years, we'll hold the annual festival on Boston Common early in the next century. There will be no roof in the city that can shelter a single meeting of the graduates. There will be no voice strong enough to reach them; then we will summon electricity to our aid and talk to them by telephone.

Like the festival the schools have changed in appearance, and like it they have been improved. In viewing the work in the Grammar Schools I have often been impressed with the great changes that have in recent years been made in methods and the greater changes in the work accomplished. An old maxim is, that to be as good as your father, you must be better; that is, because you have greater advantages, you must be better fitted for the world's work than were your fathers when they began it. Well, there is no doubt that your training in many ways is vastly superior to that given to the children of the last generation. If anybody questions it I will point him to the improvement in drawing as a type of all the others—the study that stimulates the brain through the eye and the hand. An outline map of North America drawn by a Grammar School pupil to-day is likely to be reasonably correct. But, if America had resembled some of the maps of it that I saw in my school days, the early discoverers would have fled in dismay at the first sight of the coast.

You have all been reminded this week of the great opportunities enjoyed in the Grammar Schools you have attended for the last five years or more. And my first appeal to you this afternoon is, that throughout your life you will do all that in you lies to cherish, to protect, and to defend the integrity and the usefulness of the public schools. You will be inspired to do this, not only by a sense of gratitude for what you have received from them, but the loftiest patriotism will impel you to preserve them

as the safeguard of republican institutions. There may be in these schools some deficiencies in Latin, some shortcomings in mathematics, as an eminent and friendly critic has declared; but if they create a sturdy citizenship, and make men fit to govern themselves, no man has the right to say that they are failures.

Judged by this standard, the public school must be counted as a grand success. There are other reasons why the value of this system should not be measured by scholarship alone. The pupils of the schools come from every race and every creed, and the sharp and bitter differences that have made so much unhappiness in the world are often melted away or softened by the loving friendships of the school-room. More than this, the pupils take in many cases into poor and humble homes the first ambition that has ever entered there. They become the teachers of the untaught thousands who seek refuge on our shore. They are the home missionaries who are saving free government from the danger of foreign influence.

To those of you who will continue your studies by entering the High School, there is nothing to say especially, except to urge you to be as faithful and diligent in the higher grades as you have been in the course you have just completed. To those who must perforce close to-day your active relation to the day schools, there will be abundant opportunities for continuing your study. The libraries, the reading-rooms, the evening schools, the almost unlimited opportunities for self-improvement that this great city affords will enable you to keep alive all your mental activities and to bring yourself to the highest level of citizenship.

In the schools you have learned the lesson that there is no privileged class in this community; side by side sit the rich and the poor, and under that roof come together all classes and conditions. Here is the nursery of democracy, the hope of the republic. You will find in the broader field of life that all your success must be gained by your own efforts. Another lesson you have learned is to regard the rights and respect the opinions of your fellows. This too is like the world you will enter, for there is no man however great who can safely scorn his neighbor's rights, and there is no man however humble who has not the right to utter his honest thoughts.

As you have been so often told, no time or place has ever offered a greater mission than will be yours if you choose to take it. Whether you go into higher places of learning or into the struggle for a livelihood, you can still do your part of this work of lifting to a higher plane the character of the community where you dwell; you cannot more surely serve the dearest interests of the State than by keeping your hearts and your hands pure and clean. If you do this you will make a prouder city and a nobler State. You will help to keep our civilization in the vanguard of the world's progress.

At the close of his address the Chairman said:

The Commonwealth of Massachusetts has always considered the education of her children as one of the paramount interests of the State, and it is therefore with especial pleasure that we welcome here to-day the head of the Commonwealth. When you greet him as the chief magistrate of the State you may remember that he is a graduate of the common schools and the friend of every pupil here. I now have the honor of presenting to you His Excellency William E. Russell, Governor of Massachusetts.

#### ADDRESS OF HIS EXCELLENCY GOVERNOR RUSSELL.

*Mr. Pettigrove, School Children, Ladies and Gentlemen:* When I reflect how often I have inflicted myself upon indulgent audiences in this Commonwealth, I sometimes doubt if it is quite right for me to pursue that course longer; and I very much doubt if it is fair to thrust myself on the patience of these thousands of school children. And yet I assure you it is with the greatest pleasure that I come here to-day, though I come, as perhaps you notice, with a voice and throat a little worn from constant speaking the past month at school, at college, and at seminary.

I am glad to be here, because I know of nothing more beautiful and inspiring than to see this gathering of the school children of Boston, the blossom and the fruit of her great and glorious public school system. I think it is a fitting place for the Commonwealth to be. I wonder she has not been represented here before, for

you represent, in the education given you, one of her greatest institutions and one of which she is justly proud.

From the very earliest days in the history of our Commonwealth, Massachusetts has given her energy, her ability, and of her wealth to the founding and building up of our public school system. The early founders of our Commonwealth, when they first reached this rugged shore, seeking here the privilege of worshipping God with freedom of conscience, and liberty and equality in affairs of state, almost the first thing they did to ensure liberty and equality, to ensure a great and prosperous Commonwealth, was to found our public school system. And in the midst of this wilderness, where day by day they were fighting with poverty and struggling for a livelihood, they gave of their poverty, in sacrifice and suffering, that our schools and our colleges might be founded, and that upon them there might grow up a prosperous and happy community.

I remember the words, the quaint words, which were used in one of the early laws. They said that our public schools were given to us in order that learning might not be buried in the graves of our forefathers. But later, in our constitution, they expressed better, I think, the real purpose of the education they were planning, when they said that education, knowledge, and wisdom, generally diffused among the people, were necessary for the preservation of their rights and their liberties. It was wisdom as a means to an end; it was knowledge for the sake of liberty; it was education spread among the people as a bulwark to their rights. That our pious forefathers sought in giving to us this institution; and from that day to this, following down the life of the Commonwealth, you will find her guarding and watching over this school system with greatest care and devoting to it her energy and ability.

The constitution also speaks of a higher education in our schools, our public schools, our seminaries, and in the university that was planted early in the years of our colonial life. They meant that education, commencing at the public school and culminating in the university, should be diffused among our people — not that the opportunity for higher education was to be opened to every child in the Commonwealth, but if not opened to every member of the

body politic, then its influence was to go out among the people, and education was everywhere to be diffused among them as the bulwark of their rights and their liberties. That places upon education a stringent duty. It is not for you and for others who have the benefit of school or of higher education to be content to limit your influence by using it only for personal success. I told them at Harvard the other day that with us education could never be the student in his closet, but that it had got to be the missionary, the pioneer, and the schoolmaster abroad, to uplift and to help the people.

I cannot too strongly impress upon your young minds that duty which rests upon every one who has the privilege of education. It is education which sings of liberty, which marshals the conscience of a people; it is education which leads in the great agitations for human rights; it is education which meets poverty and seeks to remove its burdens and its hardships; it is education which fights for country and for freedom, — that is education, taking its proper place and doing its perfect work. That education begins in the public schools, the primary schools, and culminates in the higher universities.

I was pleased, Mr. President, with what you said about one phase of public school life which I think ought ever to be dwelt upon, and that is the democracy of the public school. In these days, when we are so apt to be divided by unfortunate distinctions, when there is a tendency to divide our people into classes, when there is great difference between poverty and wealth and in the opportunities open to our people, I think it is a glorious thing to take the young life of this Commonwealth, to put it into our public schools, and there, without distinction of class, without distinction of wealth or of poverty, of race or creed, without any of the accidents which surround birth and differentiate people into classes, to let the life of each run out into the lives of all, and have children grow up stronger, better, nobler, because they are in touch with the great life around them. I do not believe in an education which separates children apart from each other.

Now a single word especially to the children. Many of you complete to-day your education, so far as the school is concerned. Many of you go from these schools into the higher schools, and

others into seminaries ; but to all of you there opens to-day a larger, broader life than that which you have lived in the past. Whether you enter into the practical fields of life or into the higher schools, you will find a greater opportunity for your influence and for your abilities. May I say to you, as you go forth into that life, that as each school gives you to-day a farewell, our dear old Commonwealth, which is the mother and founder of all the schools, extends to you a welcome. If the schools part with you to-day, the Commonwealth opens the wider her arms to receive you into the larger, grander life of the State. You enter that life by entering into the lives of her people ; you do not enter that life by leading a life apart by yourselves.

I love, in speaking to school children, to leave in parting with them, if I may, as a sort of benediction of the Commonwealth, the words of a couplet which have always been in my mind, which I have tried in a humble way to keep always before me — words which I think, if remembered and followed, tend to make every one's life nobler and better. They express the thought that it is not so much whether we are successful or not which is important, as whether we try to be successful and reach out to a high ideal and a high standard. And so I leave them with you, with the greeting, congratulations, and good wishes of the Commonwealth :

“ Grandly begin : though thou hast time  
But for a line, make that sublime.  
Not failure, but low aim, is crime.”

THE CHAIRMAN. — The City of Boston spends annually large sums of money upon the education of its school children, and all that money is given to us by the approval of the Mayor. In the rigid economy which His Honor is sometimes obliged to practise in the affairs of the city, the schools are always the last to be touched by a reduction. I have great pleasure in introducing to you His Honor Nathan Matthews, Jr., Mayor of Boston.

## ADDRESS OF HIS HONOR MAYOR MATTHEWS.

*Mr. Chairman, Ladies and Gentlemen, Graduates of the Grammar Schools:* It affords me great pleasure to be present for a second time at the annual festival of the Grammar Schools. This is one of those occasions when, according to my experience, official duty unites most intimately with personal pleasure.

I am reminded by the remarks of the chairman that, while it would be folly to assume that our schools are perfect and beyond improvement, and while the consequences of such assumption can only be to injure the cause of education, there are on the other hand many reasons why we can claim with justice that the schools of this city, public and private, are superior to those of any other city in the land.

We are proud, and rightly proud, in particular, of our public-school system. We are proud of its methods and results; proud of the new buildings going up in every section of the city,—buildings which I like to think are destined to mark an epoch in school-house building; and we are particularly grateful for the conscientious and voluntary efforts of the ladies and gentlemen who serve upon our School Committee.

For these reasons the people of this great city are willing to tax themselves more heavily than any other community in civilization for the support of public education.

I sometimes think, however, that the difficulties experienced by our city government in providing the great sums needed to build, equip, maintain, and improve our schools, are not fully realized or appreciated. With our debt and taxes limited by law, we yet manage to spend more money per pupil, to build more school-houses, and to devote a larger proportion of our annual taxes to school purposes, than does any other large city in the world; and it is therefore incumbent, I think, upon the graduates of the public schools, upon that large section of our population that receive the benefit of these expenditures, to bear constantly in mind the debt of gratitude they owe to the city of Boston.

The national flag floats above the school-house roof and from the flag-pole on the school-house green as an emblem of the federal

government and as a constant and appropriate reminder of the obligations of patriotism. But I sometimes regret that we have no municipal emblem to accompany it; for the public school as we have it here is in no true sense a national institution. The theories of education which are being worked out here to-day originated here, and not in Washington; and the entire burden of maintaining our system of education falls upon the people of this city. The fact is, my friends, that our public schools, as we have, enjoy, and honor them to-day, are historically, financially, and actually Boston institutions; and the education that my young friends before me have received is due, not to the government of the United States, nor to the Commonwealth of Massachusetts, but solely to the city of Boston.

Now, my friends, as you leave your school life to enter upon the larger fields of actual experience, I want you to bear this consideration in mind: and that there is one way, and one way only, in which you can repay this debt of gratitude, and that is by evincing an unceasing and intelligent interest in the affairs of our municipal government.

The business of government, State and Federal, the issues of party politics, the problems of national finance, are all matters of little consequence to the citizen in comparison with the methods and results of municipal government. The manner in which the business of the city where you live and work is conducted, is what should concern you most; and I want to impress upon you the fact that you can repay the obligations you owe to this old town only by a complete and conscientious discharge of all the duties and obligations of citizenship and residence.

And so, as you leave this hall and scatter to your several homes, I trust that you will, one and all, resolve to keep up throughout your lives a watchful interest in the government of this great city.

THE CHAIRMAN.—The next speaker is known to every graduate present. He presides over the deliberations of the School Board and directs our work. He needs no introduction, for you are all acquainted with Hon. Charles T. Gallagher, President of the Boston School Board.

## ADDRESS OF HON. CHARLES T. GALLAGHER.

*Parents and Friends, and Graduates of our Grammar Schools:* You have heard so much from members of the School Committee during the past week that I am somewhat surprised that you receive any member of the Board with applause.

It is not my purpose to detain you with many words. After the felicitous remarks of His Excellency the Governor, the interesting words of His Honor the Mayor, and the address of the Chairman of this Annual Festival Committee, there remains little for me to say except to repeat, perhaps in different terms, what they have said. I simply wish to express the appreciation of our School Committee and of this audience, also of you graduates, that His Excellency the Governor has come here to assist at our deliberations. I present here also publicly, in behalf of the School Committee, the thanks of our Board, and I know also that I express the thanks of you people, and the thanks of these children, for the loyal manner in which His Honor the Mayor has responded to our requests, and has appropriated the moneys we have needed for school purposes; and whenever a reduction has had to be made, it has been not for school-houses, but rather for streets and for other departments and improvements in our city.

Although in a small way our appropriations for current expenses have been reduced, we know that it could not have been otherwise out of the tax levy; and we have the confidence in His Honor the Mayor to know that if during the coming year there is an opportunity to restore that amount, he will make it good to us.

In closing, I have a single word to say. I bring to you graduates the congratulations of the School Committee on this day, when you meet for the first time and the last time, to you, officially, His Honor the Mayor. It is the first opportunity that you as graduates have to meet the executive head of our city. You have met teachers, masters, and supervisors, the superintendent, and members of the School Committee; but the financial, the responsible, the executive head of our city, you meet for the first time to-day, and I give you in his presence the congratulations of the

School Committee, and extend to you all the wish and the hope that you may enjoy a long and a prosperous life.

At the close of the address of the President of the School Board, "America" was sung by the graduates and the audience.

The graduates marched across the stage, each school being designated by a banner with the name of the school printed thereon. Each graduate received a bouquet from the hand of His Honor the Mayor.

At the conclusion of the distribution of bouquets, a collation was served to the committee and invited guests, and to graduates.

The doors of the adjoining Exhibition Hall were thrown open, and the rest of the afternoon devoted to dancing and promenading.



SEMI-ANNUAL STATISTICS

OF THE

BOSTON PUBLIC SCHOOLS,

JUNE, 1892.

SCHOOL CENSUS. — *May, 1892.*

Number of children in Boston between the ages of 5 and 15....	73,176
Number attending public schools .....	53,368
“ “ private schools....	11,133

Whole number of different pupils registered in the public schools during the year 1891-2: Boys, 36,544; girls, 34,009; total, 70,553.

EXPENDITURES. — *1891-92. — (Nine Months.)*

Salaries of officers.....	\$45,638 33
“ “ teachers ... ..	1,034,210 26

*Incidental Expenses.*

By School Committee .....	420,359 70
From Income Gibson Fund . . . . .	652 32

*By City Council (Flag-staffs.)*

By City Council (flag-staffs) .....	465 00
School-houses and lots.....	527,429 10

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Total expenditures .....	\$2,028,754 71
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## INCOME.

School Committee.....	\$31,352 81
City Council . . . . .	104,500 00

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Total income .....	\$135,852 81
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Net expenditures for public schools (nine months) .....	<u>\$1,892,901 90</u>
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## SUMMARY.

*June, 1892.*

GENERAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Normal . . . . .	1	10	120	114	6	95.0	103
Latin and High . . . . .	10	120	3,198	2,986	212	93.4	3,059
Grammar . . . . .	55	742	30,490	27,677	2,813	90.7	29,191
Primary . . . . .	481	481	25,036	21,586	3,450	86.2	24,828
Kindergartens . . . . .	36	70	1,961	1,345	616	68.6	2,008
Totals . . . . .	583	1,423	60,805	53,708	7,097	88.3	59,189

SPECIAL SCHOOLS.	No. Schools.	No. of Teachers.	Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at date.
Horace Mann . . . . .	1	11	95	82	13	85.8	101
Spectacle Island . . . . .	1	1	13	11	2	84.6	13
Evening High . . . . .	1	31	1,974	1,282	692	65.0	1,282
Evening . . . . .	16	129	2,915	1,787	1,128	61.4	1,787
Evening Drawing . . . . .	5	27	601	519	82	86.4	519
Totals . . . . .	24	199	5,598	3,681	1,917	65.8	3,681

## REGULAR TEACHERS.

SCHOOLS.	TEACHERS.		
	Males.	Females.	Total.
Normal School . . . . .	2	6	8
Latin School . . . . .	15	0	15
English High School . . . . .	24	0	24
Girls' High School . . . . .	2	20	22
Girls' Latin School . . . . .	1	7	8
Roxbury High School . . . . .	3	11	14
Dorchester High School . . . . .	2	6	8
Charlestown High School . . . . .	2	5	7
West Roxbury High School . . . . .	1	3	4
Brighton High School . . . . .	1	3	4
East Boston High School . . . . .	2	3	5
Grammar Schools . . . . .	105	585	690
Primary Schools . . . . .	0	481	481
Kindergartens . . . . .	0	70	70
Totals . . . . .	160	1,200	1,360

## SPECIAL TEACHERS.

SCHOOLS.	Males.	Females.	Total.
Horace Mann School . . . . .		11	11
Evening Schools . . . . .	69	91	160
Evening Drawing Schools . . . . .	23	4	27
French and German: High Schools . . . . .	3		3
Music: High, Grammar, and Primary Schools . . . . .	5		5
Kindergarten Methods: Normal School . . . . .		1	1
Drawing: High and Grammar Schools . . . . .	2		2
Physical Training . . . . .	2		2
Sewing . . . . .		30	30
Chemistry: Girls' High School . . . . .		1	1
Laboratory Assistant: Girls' High School . . . . .		1	1
Vocal and Physical Culture: Girls' High School . . . . .		1	1
Vocal and Physical Culture: Girls' Latin School . . . . .		1	1
Military Drill: High Schools . . . . .	1		1
Manual Training Schools . . . . .	3	5	8
Cooking Schools . . . . .		7	7
Spectacle Island . . . . .		1	1
Totals . . . . .	108	154	262

## NORMAL AND HIGH SCHOOLS.

*Semi-annual Returns to June 30, 1892.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Masters.	Sub-Master.	Junior-Masters.	Asst. Principals.	First Assistants.	Second Assist.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Normal . . . . .		120	120		114	114	6	95	1		1					
Latin . . . . .	421		421	406		406	15	96	1	9		5				
Girls' Latin . . . . .		194	194		176	176	18	91		1						7
English High . . . . .	755		755	707		707	48	93	1	7		16				
Girls' High . . . . .		636	636		589	589	47	93	1	1			1	1		18
Roxbury High . . . . .	156	301	457	150	279	429	28	95	1			2		1		10
Dorchester High . . . . .	101	117	218	94	105	199	19	91	1			1				6
Charlestown High . . . . .	56	137	193	54	125	179	14	93	1			1				5
West Roxbury High, . . . . .	35	63	98	33	58	91	7	92		1						3
Brighton High . . . . .	24	64	88	24	61	85	3	97		1						3
East Boston High . . . . .	46	92	138	42	83	125	13	91		1						4
Totals . . . . .	1,594	1,724	3,318	1,510	1,590	3,100	218	93.4	7	21	1	25	1	3	5	56

EVENING SCHOOLS.  
*October, 1891—March, 1892.*

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal, per Evening.
				Males.	Females.	Total.		
High . . . . .	106	1,903	1,559	590	430	1,020	21	25
High, Ch'n Branch . . .	64	385	197	73	64	137	5	31
High, E.B. Branch . . .	64	393	218	81	44	125	5	31
Agassiz School, J.P. . .	32	105	75	25	9	34	2	34
Allston School . . . . .	91	176	62	32	6	38	3	25
Bigelow School, S.B. . .	107	382	208	91	71	162	11	16
Comins School, Rox. . .	107	329	195	109	37	146	10	16
Dearborn School, Rox. .	105	246	118	47	23	70	6	14
Eliot School . . . . .	107	428	191	97	41	138	11	14
Franklin School . . . . .	107	817	551	165	146	311	20	16
Hancock School . . . . .	107	598	284	112	28	140	9	17
Lincoln School, S.B. . .	105	226	145	70	14	84	7	14
Lyman School, E.B. . .	104	449	182	70	24	94	7	16
Phillips School . . . . .	105	183	112	53	17	70	5	17
Quincy School . . . . .	108	200	149	74	36	110	8	15
Sherwin School, Rox. . .	105	149	88	45	15	60	5	15
Warren School, Ch'n . .	110	304	162	80	28	108	8	15
Warrenton Street . . . .	63	160	147	36	23	59	5	15
Wells School . . . . .	107	806	246	108	55	163	12	15
Totals . . . . .	1,804	8,239	4,889	1,958	1,111	3,069	160	22.3

EVENING DRAWING SCHOOLS.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils to a Teacher, exc. Principal.
				Males.	Females.	Total.		
Charlestown . . . . .	64	253	128	98	20	118	7	19
East Boston . . . . .	64	121	79	55	10	65	4	21
Roxbury . . . . .	64	211	86	67	9	76	4	35
Tennyson Street . . . .	64	321	193	165	1	166	7	17
Warren Avenue . . . . .	64	172	115	61	33	94	5	23
Totals . . . . .	320	1,088	601	446	73	519	27	23

## NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATIONS AND AGES, JUNE 30, 1892.

Schools.	First-year class.										Second-year class.										Third-year class.										Fourth-year class.										Fifth-year class.										Sixth-year class.										Out-of-course class.										Whole number at date.										11 years.										12 years.										13 years.										14 years.										15 years.										16 years.										17 years.										18 years.										19 years.										20 years.										21 years and over.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
	78	25	81	68	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78	88	77	75	78

## NORMAL AND HIGH SCHOOLS.

*Number of Pupils to a Teacher, excluding Principals, June 30, 1892.*

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal .....	7	121	17.3
Latin .....	14	421	30.1
Girls' Latin .....	8	194	24.2
English High .....	24	755	31.5
Girls' High .....	21	636	30.3
Roxbury High .....	13	457	35.2
Dorchester High .....	7	218	31.1
Charlestown High .....	5	193	38.6
West Roxbury High .....	3	98	32.7
Brighton High .....	3	88	29.3
East Boston High .....	4	138	34.5
Totals .....	109	3,319	30.4

*Graduates, June, 1892.*

SCHOOLS.	Regular Course.	Four Years' Course.	Total.
Latin .....	37	.....	37
Girls' Latin .....	24	.....	24
English High .....	150	.....	150
Girls' High .....	101	62	163
Roxbury High .....	85	13	98
Dorchester High .....	38	.....	38
Charlestown High .....	30	7	37
West Roxbury High .....	16	6	22
Brighton High .....	17	.....	17
East Boston High .....	35	.....	35
Totals .....	533	88	621

## GRAMMAR SCHOOLS.

*Semi-annual Returns to June 30, 1892.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Adams . . . . .	236	165	401	214	150	364	37	90	1	1	1	1	7
Agassiz . . . . .	409	...	409	377	...	377	32	92	1	1	1	1	5
Allston . . . . .	304	355	659	277	314	591	68	90	1	1	2	2	8
Bennett . . . . .	241	268	509	228	249	477	32	94	1	1	1	1	7
Bigelow . . . . .	734	...	734	681	...	684	50	93	1	2	1	2	10
Bowditch . . . . .	...	378	378	...	344	344	34	91	1	...	1	1	6
Bowdoin . . . . .	...	335	335	...	289	289	46	86	1	...	2	2	6
Brimmer . . . . .	620	...	620	...	556	556	64	89	1	2	1	1	10
Bunker Hill . . . . .	256	246	502	241	227	468	34	93	1	1	2	2	9
Chapman . . . . .	297	276	573	271	246	517	56	90	1	1	2	2	6
Charles Sumner . . . . .	334	312	646	303	279	582	64	90	1	1	2	2	8
Comins . . . . .	274	266	540	252	241	493	47	92	1	1	2	1	6
Dearborn . . . . .	365	272	637	312	244	576	61	91	1	1	2	2	8
Dillaway . . . . .	...	568	568	...	501	501	67	89	1	...	2	2	7
Dudley . . . . .	581	...	581	542	...	542	39	93	1	2	1	1	9
Dwight . . . . .	641	...	641	592	...	592	49	92	1	2	1	1	9
Edward Everett . . . . .	291	291	582	263	259	522	60	89	1	1	2	2	6
Eliot . . . . .	1,000	...	1,000	873	...	873	127	87	1	3	1	1	15
Emerson . . . . .	386	275	661	346	246	592	69	89	1	1	2	2	10
Everett . . . . .	...	667	667	...	611	611	56	92	1	...	2	3	8
Franklin . . . . .	...	653	653	...	580	580	73	88	1	...	2	3	9
Frothingham . . . . .	275	323	598	249	288	537	61	90	1	1	2	2	7
Gaston . . . . .	...	714	714	...	643	643	71	90	1	...	2	2	10
George Putnam . . . . .	168	188	356	156	167	323	33	91	1	...	1	1	5
Gibson . . . . .	196	213	409	183	189	372	37	91	1	1	1	1	5
Hancock . . . . .	...	611	611	...	524	524	87	86	1	...	2	2	10
Harris . . . . .	146	167	313	138	153	291	22	93	1	...	1	1	5

GRAMMAR SCHOOLS. — *Concluded.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	2d Assistants.	3d Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.							
Harvard . . . . .	298	294	592	274	264	538	54	91	1	1	2	2	8
Henry L. Pierce . . . . .	239	201	440	224	182	406	34	92	1	1	1	2	5
Hugh O'Brien . . . . .	431	308	739	401	285	686	53	93	1	1	2	2	9
Hyde . . . . .		572	572		512	512	60	89	1		2	2	8
John A. Andrew . . . . .	352	314	666	327	285	612	54	92	1	1	2	2	9
Lawrence . . . . .	840		840	793		893	47	94	1	3	1	1	13
Lewis . . . . .	353	376	729	329	346	675	54	93	1	1	2	2	8
Lincoln . . . . .	542		542	496		496	46	91	1	1	1	1	7
Lowell . . . . .	362	369	731	338	337	675	56	92	1	1	2	2	9
Lyman . . . . .	351	177	528	320	162	482	46	92	1	1	2	2	7
Martin . . . . .	180	159	339	165	144	309	30	91	1	1	1	2	4
Mather . . . . .	305	284	589	283	254	537	52	91	1	1	2	2	7
Minot . . . . .	150	160	310	142	147	289	21	93	1		1	1	4
Mt. Vernon . . . . .	122	117	239	112	106	218	21	91		1	1	1	4
Norcross . . . . .		660	660		601	601	59	91	1		2	3	9
Phillips . . . . .	786		786	699		699	57	89	1	2	1	1	12
Prescott . . . . .	242	227	469	225	204	429	40	91	1	1	1	1	7
Prince . . . . .	239	263	493	211	233	444	49	90	1	1	1	1	7
Quincy . . . . .	555		555	483		483	72	87	1	2	1	1	7
Rice . . . . .	448		448	412		412	36	92	1	2	1	5	2
Sherwin . . . . .	548		548	500		500	48	91	1	2	1	1	7
Shurtleff . . . . .		657	657		589	589	68	90	1		2	3	8
Stoughton . . . . .	126	130	256	114	113	227	29	89	1		1		5
Thomas N. Hart . . . . .	439		439	410		410	29	93	1	1	1	1	6
Tileston . . . . .	62	72	134	57	64	131	13	91		1			2
Warren . . . . .	308	327	635	295	312	607	28	96	1	1	2	2	8
Wells . . . . .		538	538		471	471	67	88	1		2	1	9
Winthrop . . . . .		719	719		635	635	84	88	1		2	5	9
Totals . . . . .	16,023	14,467	30,490	14,131	13,546	27,677	2,813	90.8	53	51	52	93	411

## GRAMMAR SCHOOLS.

Number of Pupils in each Class, Whole Number, and Ages, June 30, 1892.

SCHOOLS.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class.	Sixth Class.	Ungraded Class.	Whole number.	Under eight years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Fourteen years.	Fifteen years.	Sixteen years.	Seventeen years.	Eighteen years and over.
Adams . . . . .	33	30	64	79	84	96	...	386	...	10	30	50	62	78	72	43	28	12	1	...
Agassiz . . . . .	30	47	55	67	106	83	...	388	...	2	16	44	70	65	63	72	40	8	...	...
Allston . . . . .	41	92	94	136	127	149	...	639	1	4	31	90	113	120	126	87	42	16	4	...
Bennett . . . . .	71	56	95	87	100	97	...	505	...	2	18	54	73	88	86	85	54	33	12	...
Bigelow . . . . .	58	75	107	135	150	190	...	716	...	6	70	102	141	124	120	93	49	9	2	...
Bowditch . . . . .	36	55	53	57	79	93	...	373	...	3	13	45	66	71	47	57	37	21	9	...
Bowdoin . . . . .	25	28	59	56	71	88	...	307	...	1	13	36	58	46	38	46	40	20	8	1
Brimmer . . . . .	32	87	81	89	142	123	27	572	...	7	44	73	98	105	92	87	36	19	10	1
Bunker Hill . . . . .	46	48	83	110	92	93	16	488	...	4	20	52	68	107	103	64	47	18	4	1
Chapman . . . . .	48	59	86	91	133	96	...	545	...	8	34	73	82	81	95	57	54	43	13	3
Charles Sumner . . . . .	46	75	95	119	151	147	...	633	2	7	44	96	95	118	101	81	53	25	10	1
Comins . . . . .	47	73	79	102	113	109	...	514	...	2	22	70	100	103	94	63	43	15	2	...
Dearborn . . . . .	41	87	75	98	134	135	...	570	...	2	25	71	79	125	115	88	45	12	5	2
Dillaway . . . . .	43	54	119	102	109	108	...	535	1	...	26	59	86	105	93	86	46	25	7	1
Dudley . . . . .	44	71	84	122	99	115	28	561	...	1	21	80	90	101	109	81	43	25	10	...
Dwight . . . . .	47	82	86	139	111	107	34	606	...	9	35	67	96	120	105	84	59	23	7	1
Edward Everett . . . . .	44	77	95	96	142	103	...	535	...	2	39	62	84	89	106	86	53	27	5	2
Ellet . . . . .	46	87	92	113	132	145	371	967	17	26	49	115	137	201	198	155	56	13	...	...
Emerson . . . . .	44	52	86	92	184	116	43	617	...	1	30	68	92	130	113	98	50	24	10	1
Everett . . . . .	65	101	104	89	152	111	...	622	...	5	39	68	91	100	107	96	68	34	12	2
Franklin . . . . .	40	51	121	115	87	147	32	593	...	4	37	88	85	107	92	82	58	32	7	1
Frothingham . . . . .	48	47	81	90	102	159	23	550	...	1	40	77	111	93	98	62	48	17	3	...
Gaston . . . . .	73	46	92	155	168	158	...	692	...	13	43	105	116	119	104	73	67	27	21	4
George Putnam . . . . .	32	37	57	53	58	81	29	347	...	1	21	50	66	51	54	49	33	18	2	2

Gibson . . . . .	47	46	61	83	80	83	409	2	22	47	67	78	57	69	36	24	6	1
Hancock . . . . .	28	28	45	86	90	116	194	1	11	34	62	126	112	104	76	49	11	3
Harris . . . . .	26	45	53	44	50	81	299	1	6	36	42	61	60	48	35	10	...	...
Harvard . . . . .	41	49	86	89	143	136	12	...	...	22	49	122	112	105	83	45	14	4
Henry L. Pierce . . . . .	60	51	81	78	68	106	...	...	5	22	54	69	85	75	71	38	19	4
Hugh O'Brien . . . . .	47	101	91	136	166	159	...	...	3	29	194	106	134	132	106	69	33	1
Hyde . . . . .	41	69	74	136	102	113	34	569	7	22	65	93	114	100	71	60	28	9
John A. Andrew . . . . .	36	51	79	121	154	151	41	623	5	48	98	95	131	105	94	41	22	2
Lawrence . . . . .	52	90	153	77	160	189	73	805	21	91	129	133	160	146	83	36	6	...
Lewis . . . . .	86	107	197	165	158	164	32	639	1	35	85	123	115	125	103	79	30	11
Lincoln . . . . .	44	61	83	82	103	169	38	529	6	30	71	99	94	94	78	43	12	2
Lowell . . . . .	81	49	89	146	167	174	...	706	...	57	119	147	137	115	81	44	12	3
Lyman . . . . .	46	47	72	79	116	111	...	471	4	10	54	79	96	100	76	37	11	4
Martin . . . . .	45	38	39	58	57	86	...	323	5	20	49	48	60	49	46	27	15	3
Mather . . . . .	45	59	93	101	138	191	36	564	1	15	68	102	105	119	86	53	12	2
Miot . . . . .	25	49	44	53	67	75	...	394	3	22	44	49	40	60	46	29	8	3
Mt. Vernon . . . . .	39	26	43	38	41	57	...	253	1	19	51	36	41	36	30	29	11	1
Norcross . . . . .	36	52	85	94	213	266	...	686	1	20	57	80	130	133	118	83	50	12
Phillips . . . . .	40	64	69	145	153	157	113	741	8	46	104	121	136	129	107	53	14	5
Prescott . . . . .	42	57	88	91	83	96	...	457	1	15	51	81	74	87	84	39	16	6
Prince . . . . .	69	67	93	92	89	99	...	599	1	26	65	79	76	75	76	54	38	10
Quincy . . . . .	36	44	91	97	102	112	54	526	7	59	60	94	112	116	84	24	6	2
Rice . . . . .	42	45	66	80	92	79	24	419	2	14	53	65	88	70	63	39	19	6
Sherwin . . . . .	37	44	89	87	125	98	34	514	4	16	47	89	96	94	79	48	24	16
Shurtleff . . . . .	55	47	81	100	196	163	...	642	13	48	85	111	116	94	88	57	25	5
Stoughton . . . . .	25	34	38	46	46	49	...	238	...	9	32	45	45	45	24	22	13	2
Thomas N. Hart . . . . .	32	42	65	74	108	108	...	429	6	26	67	74	88	54	61	32	18	3
Tlleston . . . . .	19	22	18	23	26	29	...	137	11	21	21	30	16	15	13	10	...	...
Warren . . . . .	44	48	102	106	131	139	38	599	5	37	83	101	98	93	96	43	25	16
Wells . . . . .	39	43	51	73	83	105	112	599	5	38	57	89	99	102	77	36	12	3
Winthrop . . . . .	59	72	82	147	172	151	...	683	13	50	88	86	149	113	106	48	17	9
Totals . . . . .	2,437	3,145	4,372	5,131	6,316	6,337	1,415	29,191	24	282	1,679	3,745	4,871	5,483	5,119	4,156	2,430	44
Per cents . . . . .	8.3	10.8	15.9	17.6	21.6	21.8	4.8	100.0	0.1	1.0	5.8	12.8	16.7	18.8	17.5	14.2	8.3	1.1

## DISTRIBUTION OF PUPILS IN RESPECT BOTH

CLASSES.			Under 4 years.	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.
Latin Schools.	All Classes . . . . . }	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Totals . . . . .	. . . . .	..	..	..	..	..	..	..
High Schools.	Advanced Class . . }	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Third-year Class . . }	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Second-year Class . }	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	First-year Class . . }	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Totals . . . . .	. . . . .	..	..	..	..	..	..	..
Grammar Schools.	First Class . . . . . }	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Second Class . . . . }	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Third Class . . . . . }	Boys . .	..	..	..	..	..	..	..
		Girls . .	..	..	..	..	..	..	..
	Fourth Class . . . . }	Boys . .	..	..	..	..	..	..	1
		Girls . .	..	..	..	..	..	..	3
	Fifth Class . . . . . }	Boys . .	..	..	..	..	1	6	146
		Girls . .	..	..	..	..	..	6	104
Primary Schools.	First Class . . . . . }	Boys . .	..	..	..	1	128	735	1,139
		Girls . .	..	..	..	3	123	764	990
	Second Class . . . . }	Boys . .	..	..	3	222	1,246	1,448	842
		Girls . .	..	..	6	232	1,078	1,212	709
	Third Class . . . . . }	Boys . .	..	..	1,134	2,131	1,554	632	236
		Girls . .	..	..	919	1,822	1,362	573	201
	Ungraded Class . . }	Boys . .	..	..	..	..	17	38	83
		Girls . .	..	..	..	..	1	12	38
	Totals . . . . .	. . . . .	..	..	..	..	24	282	1,679
		. . . . .	..	..	..	..	..	..	..
Kinder- gartens.	All Classes . . . . . }	Boys . .	91	407	378	56	7	..	..
		Girls . .	122	421	419	102	5	..	..
	Totals . . . . .	. . . . .	213	828	797	158	12	..	..
Totals by Ages . . . .		. . . . .	213	828	2,859	4,569	5,527	5,646	5,796

TO AGE AND TO CLASSES, JUNE 30, 1892.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals by Classes.
.	5	21	52	78	96	98	78	41	16	485
.	.	9	18	18	32	31	34	18	19	179
.	5	30	70	96	128	129	112	59	35	664
.	.	.	.	.	.	2	9	21	9	41
.	.	.	.	.	.	1	13	31	46	91
.	.	.	.	.	8	48	107	84	26	273
.	.	.	.	.	3	24	82	101	60	270
.	.	.	.	9	34	125	99	40	8	315
.	.	.	.	1	34	95	138	54	15	337
.	.	.	4	48	176	170	66	12	2	478
.	.	.	3	41	174	222	117	26	7	590
.	.	.	7	99	429	687	631	369	173	2,395
.	.	10	106	316	418	229	87	11	.	1,177
.	.	3	67	279	436	329	121	23	.	1,258
1	12	121	392	588	389	122	30	4	.	1,650
.	1	59	319	525	386	160	40	5	.	1,495
17	127	525	733	568	212	59	10	.	.	2,251
5	105	402	667	545	288	91	17	1	.	2,121
103	535	849	728	368	95	9	1	.	.	2,689
88	474	788	620	368	96	20	5	.	.	2,462
655	957	888	466	193	29	4	.	.	.	3,345
599	879	753	442	146	34	7	1	.	.	2,971
1,055	763	440	178	67	12	1	1	.	.	3,271
987	726	361	163	57	14	3	.	.	.	3,086
159	182	179	159	87	22	6	2	.	.	934
76	110	105	79	49	8	3	.	.	.	481
3,745	4,871	5,483	5,119	4,156	2,430	1,043	315	44	.	29,191
768	267	99	32	.	.	.	.	.	.	3,169
654	293	71	29	.	.	.	.	.	.	2,927
353	115	37	12	.	.	.	.	.	.	4,278
268	101	40	14	.	.	.	.	.	.	3,660
74	18	6	4	.	.	.	.	.	.	5,789
82	27	14	5	.	.	.	.	.	.	5,005
2,199	821	267	96	.	.	.	.	.	.	24,828
.	.	.	.	.	.	.	.	.	.	939
.	.	.	.	.	.	.	.	.	.	1,069
.	.	.	.	.	.	.	.	.	.	2,008
5,944	5,697	5,780	5,292	4,351	2,987	1,859	1,058	472	208	59,086

## GRAMMAR SCHOOLS.

*Number of Pupils to a Teacher, excluding Principals, June, 1892.*

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams .....	10	401	40.1	H. L. Pierce..	9	440	48.9
Agassiz .....	8	409	51.1	Hugh O'Brien.	14	739	52.8
Allston .....	13	659	50.7	Hyde .....	12	572	47.7
Bennett ....	10	509	50.9	J. A. Andrew.	14	666	47.6
Bigelow .....	15	734	48.9	Lawrence ....	18	840	46.7
Bowditch ....	8	378	47.2	Lewis .....	13	729	56.1
Bowdoin ....	10	335	33.5	Lincoln .....	10	542	54.2
Brimmer ....	14	620	44.3	Lowell .....	14	731	52.2
Bunker Hill .	14	502	35.9	Lyman .....	12	528	44.0
Chapman ....	11	573	52.1	Martin .....	8	339	42.4
Chas. Sumner	13	646	49.7	Mather .....	12	589	49.1
Comins .....	10	540	54.0	Minot .....	6	310	51.7
Dearborn ...	13	637	49.0	Mt. Vernon...	6	239	39.8
Dillaway ....	11	568	51.6	Norcross .....	14	660	47.1
Dudley .....	13	581	44.7	Phillips .....	16	786	49.1
Dwight .....	13	641	49.3	Prescott .....	10	469	46.9
Edw. Everett.	11	582	52.9	Prince .....	10	493	49.3
Eliot .....	20	1,000	50.0	Quincy .. ...	11	555	50.5
Emerson ....	15	661	44.1	Rice .....	10	448	44.8
Everett .....	13	667	51.3	Sherwin .....	11	548	49.8
Franklin ....	14	653	46.6	Shurtleff. ....	13	657	50.5
Frothingham.	12	598	49.8	Stoughton ...	6	256	42.7
Gaston .....	14	714	51.0	Thos. N. Hart.	9	439	48.8
Geo. Putnam.	7	356	50.9	Tileston .....	2	134	67.0
Gibson .....	8	409	51.1	Warren .....	13	635	48.8
Hancock ....	14	611	43.6	Wells .....	12	538	44.8
Harris .....	7	313	44.7	Winthrop ....	16	719	44.9
Harvard ....	13	592	45.5	Totals .....	635	30,490	48.0

*Graduates, June, 1892.*

SCHOOLS.	DIPLOMAS.			SCHOOLS.	DIPLOMAS.		
	Boys.	Girls.	Total.		Boys.	Girls.	Total.
Adams .....	12	21	33	Henry L. Pierce.....	27	33	60
Agassiz .....	29	....	29	Hugh O'Brien .....	15	30	45
Allston .....	16	25	41	Hyde .....	....	41	41
Bennett .....	31	37	68	J. A. Andrew.....	17	19	36
Bigelow .....	53	....	53	Lawrence .....	51	....	51
Bowditch .....	....	36	36	Lewis .....	38	38	76
Bowdoin .....	....	24	24	Lincoln .....	44	....	44
Brimmer .....	27	....	27	Lowell .....	37	44	81
Bunker Hill .....	22	24	46	Lyman .....	25	21	46
Chapman .....	24	24	48	Martin .....	22	20	42
Chas. Sumner .....	20	26	46	Mather.....	19	24	43
Comins .....	28	19	47	Minot .....	8	11	19
Dearborn .....	20	22	42	Mt. Vernon .....	15	14	29
Dillaway .....	....	42	42	Norcross .....	....	35	35
Dudley .....	44	....	44	Phillips .....	37	....	37
Dwight .....	47	....	47	Prescott.....	18	22	40
Edward Everett .....	22	21	43	Prince .....	30	39	69
Eliot .....	45	....	45	Quincy .....	35	....	35
Emerson .....	28	14	42	Rice.....	41	....	41
Everett .....	....	65	65	Sherwin.....	37	....	37
Franklin .....	....	40	40	Shurtleff .....	....	55	55
Frothingham .....	18	30	48	Stoughton .....	12	10	22
Gaston .....	....	73	73	Thos. N. Hart .....	31	....	31
George Putnam.....	11	21	32	Tileston.....	4	12	16
Gibson .....	21	26	47	Warren .....	17	27	44
Hancock .....	....	20	20	Wells .....	....	39	39
Harris .....	14	12	26	Winthrop.....	....	59	59
Harvard .....	23	18	41	Totals .....	1135	1233	2368

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1892 BELONGED TO A GRAMMAR SCHOOL IN THIS CITY.

SCHOOLS.	2 years or less.	3 years.	4 years.	4½ years.	5 years.	5½ years.	6 years.	6½ years.	7 years.	7½ years.	8 years.	8½ years.	9 years and over.	Not given.	Total.
Adams .....	3	2	1	...	7	...	11	...	8	...	1	...	...	...	33
Agassiz.....	...	...	2	4	1	12	...	3	...	...	...	...	...	7	29
Allston .....	...	...	...	8	...	14	...	6	...	2	...	...	...	11	41'
Bennett .....	...	...	1	1	6	14	12	19	4	7	2	...	...	2	68
Bigelow .....	...	...	...	...	8	...	24	...	17	...	4	...	...	...	53
Bowditch .....	...	...	...	...	3	...	19	...	5	...	3	...	...	6	36
Bowdoin.....	4	1	2	...	3	...	4	...	10	...	...	...	...	...	24
Brimmer .....	...	...	...	...	7	...	9	...	5	...	1	...	...	5	27
Bunker Hill.....	...	...	...	...	1	...	33	...	6	...	...	...	...	6	46
Chapman .....	...	...	...	...	...	5	...	13	1	15	...	3	2	9	48
Charles Sumner...	...	...	...	...	7	1	23	...	9	...	2	...	...	4	46
Comins .....	2	1	...	...	12	...	30	...	2	...	...	...	...	...	47
Dearborn .....	...	1	...	...	6	...	27	...	7	...	1	...	...	...	42
Dillaway .....	...	...	...	1	2	...	16	...	22	...	1	...	...	...	42
Dudley .....	4	1	...	4	...	20	...	14	...	1	...	...	...	...	44
Dwight .....	...	1	...	2	...	3	...	13	3	6	...	...	...	19	47
Edward Everett...	...	...	...	...	3	...	20	...	9	...	3	...	...	8	43
Eliot .....	...	...	...	...	10	5	26	1	2	...	...	...	...	1	45
Emerson.....	...	...	...	...	...	...	12	...	15	...	6	...	2	7	42
Everett.....	...	...	...	...	8	...	25	...	14	...	2	...	...	16	65
Franklin.....	...	...	...	...	1	...	15	5	10	1	3	...	...	5	40
Frothingham .....	1	4	...	...	3	...	22	...	12	...	3	...	2	1	48
Gaston .....	...	...	...	...	8	...	21	...	27	...	9	...	1	7	73
George Putnam ...	2	1	1	...	4	...	11	...	10	...	3	...	...	...	32
Gibson .....	...	...	...	...	1	...	29	...	12	...	...	...	...	5	47
Hancock.....	...	...	...	...	2	1	16	...	1	...	...	...	...	...	20
Harris .....	...	...	...	1	...	17	...	3	...	...	...	...	...	5	26

TABLE SHOWING THE NUMBER OF YEARS THE DIPLOMA GRADUATES OF 1892 BELONGED TO A GRAMMAR SCHOOL IN THIS CITY. — *Concluded.*

SCHOOLS.	2 years or less.	3 years.	4 years.	4½ years.	5 years.	5½ years.	6 years.	6½ years.	7 years.	7½ years.	8 years.	8½ years.	9 years and over.	Not given.	Total.
Harvard .....					1		29	3	6	2					41
Henry L. Pierce. ....			5		13		25		10					7	60
Hugh O'Brien .....							32		6					7	45
Hyde .....	1	2			1		10		24		3				41
John A. Andrew. ....					4		13	3	15		1				36
Lawrence .....				2	9	19	8	8	5						51
Lewis .....		1	1	1	29	2	31	2	5					4	76
Lincoln .....					19		20		5						44
Lowell .....					5	2	47	1	12					14	81
Lyman .....			1	1	9		16		8		4			7	46
Martin .....					4		24		9		1		1	3	42
Mather .....	2	2	1		4		20		12		2				43
Minot .....					2		13		3		1				19
Mt. Vernon ....	1	1			2		22		3						29
Norcross .....			3		5		16		9		2				35
Phillips .....			1		4		21		7	1				3	37
Prescott .....					2		25		11		2				40
Prince .....					15		24				2			28	69
Quincy .....					6		20		7		1		1		35
Rice .....					4		21		6		1			9	41
Sherwin .....				1	2	15	1	12		6					37
Shurtleff .....		1	1		3	1	22	1	18	1	5	1	1		55
Stoughton .....						1	6		5	1	2		1	6	22
Thomas N. Hart. ....			2		1		21		5		2				31
Tileston .....					2		11		2					1	16
Warren .....	2	1			2		19	1	17		2				44
Wells .....			1		9		15		6		2	1		5	39
Winthrop .....	1	3	3	1	5	18	6	7	3	8	2	1		1	59
Totals .....	23	23	26	27	265	150	943	115	430	51	79	6	11	219	2368

## PRIMARY SCHOOLS.

*Semi-annual Returns, to June 30, 1892.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams . . . . .	6	185	171	356	157	145	302	54	87	190	146	336
Agassiz . . . . .	4	125	93	218	114	82	196	22	90	90	130	220
Allston . . . . .	10	292	262	554	254	227	481	73	87	264	305	569
Bennett . . . . .	7	174	160	334	158	142	300	34	90	167	185	352
Bigelow . . . . .	13	351	288	639	337	250	587	82	87	338	323	661
Bowditch . . . . .	6	168	165	333	148	138	286	47	86	159	188	347
Bowdoin . . . . .	7	159	159	318	136	131	267	51	84	150	180	330
Brimmer . . . . .	8	203	160	372	176	138	314	58	84	192	170	362
Bunker Hill . . . . .	11	215	179	394	189	156	345	49	88	185	211	396
Chapman . . . . .	6	167	137	304	143	113	256	48	84	146	153	299
Charles Sumner . . . . .	10	297	257	554	261	214	475	79	85	319	255	574
Comins . . . . .	6	133	108	241	119	92	211	30	88	140	139	279
Dearborn . . . . .	12	353	288	641	306	237	543	98	85	273	372	645
Dillaway . . . . .	7	190	188	378	167	161	328	50	86	172	193	365
Dudley . . . . .	13	341	325	666	297	272	569	97	85	269	373	642
Dwight . . . . .	10	271	264	535	231	227	458	77	85	292	247	539
Edward Everett . . . . .	8	231	228	459	202	193	395	64	86	223	232	455
Eliot . . . . .	9	299	170	469	247	134	381	88	81	232	234	466
Emerson . . . . .	19	535	295	830	294	253	547	83	87	268	335	603
Everett . . . . .	10	267	278	545	229	232	461	84	84	232	328	560
Franklin . . . . .	13	305	309	614	265	239	524	90	85	286	304	590
Frothingham . . . . .	9	240	236	476	216	200	416	60	88	263	209	472
Gaston . . . . .	8	193	248	441	175	215	390	51	89	215	213	428
George Putnam . . . . .	5	139	135	265	115	115	230	35	87	116	158	274
Gibson . . . . .	6	160	149	309	137	124	261	48	84	143	153	296
Hancock . . . . .	17	477	553	1,030	420	465	885	145	87	452	532	984
Harris . . . . .	7	175	144	319	153	122	275	44	85	136	181	317
Harvard . . . . .	12	320	313	633	288	271	559	74	88	238	354	627

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.		Per cent. of Attendance.	Between 5 and 8 years.	Over 8 years.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Average	Per cent.				
Henry L. Pierce,	6	160	143	303	142	121	263	40	87		150	174	324
Hugh O'Brien .	13	444	269	713	395	232	627	86	89		354	376	730
Hyde . . . . .	9	249	248	497	224	217	441	56	89		225	264	489
John A. Andrew	11	293	292	585	259	241	500	85	85		234	322	556
Lawrence . . .	18	640	200	840	570	176	746	94	88		460	372	832
Lewis . . . . .	10	269	276	545	234	232	466	79	86		245	289	534
Lincoln . . . .	6	216	109	325	181	91	272	53	84		138	183	321
Lowell . . . . .	16	476	457	933	420	395	815	118	88		474	447	921
Lyman . . . . .	9	277	170	447	243	143	386	61	85		160	290	450
Martin . . . . .	3	138	109	247	112	90	202	45	82		86	54	140
Mather . . . . .	11	259	255	514	226	209	435	79	83		250	262	521
Minot . . . . .	5	115	106	221	98	90	188	33	85		117	106	223
Mount Vernon .	5	92	79	171	77	64	141	30	83		95	90	185
Norcross . . . .	13	176	419	595	161	380	541	54	90		319	282	601
Phillips . . . . .	7	195	186	381	166	152	318	63	83		189	193	382
Prescott . . . .	7	184	170	354	169	153	322	32	90		150	192	351
Prince . . . . .	5	116	110	226	99	87	186	40	82		93	165	258
Quincy . . . . .	11	372	226	598	313	175	488	110	81		289	307	596
Rice . . . . .	8	195	182	377	169	146	315	62	84		148	227	375
Sherwin . . . . .	9	222	225	447	201	200	401	46	90		226	215	441
Shurtleff . . . .	6	167	169	336	148	145	293	43	87		186	147	333
Stoughton . . . .	4	81	93	174	69	74	143	31	82		79	92	171
Thomas N. Hart	9	375	157	532	332	133	465	67	87		247	278	525
Tileston . . . . .	2	44	41	85	37	32	69	16	81		54	38	92
Warren . . . . .	7	189	185	374	172	163	335	39	90		196	175	371
Wells . . . . .	15	446	423	869	388	364	752	117	87		421	416	837
Winthrop . . . .	6	128	162	290	104	130	234	56	80		160	115	281
Totals . . . . .	481	13,304	11,732	25,036	11,643	9,943	21,586	3,450	86.2		11,964	12,864	24,828

## PRIMARY SCHOOLS.

*Number of Pupils in each Class, Whole Number, and Ages, June 30, 1892.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Adams . . . .	78	57	201	336	62	65	63	54	46	24	12	6	4
Agassiz . . . .	58	92	70	220	14	34	42	52	41	19	11	4	3
Allston . . . .	160	156	253	569	42	102	120	128	95	52	24	6	.
Bennett . . . .	66	140	146	352	26	77	64	70	62	35	9	7	2
Bigelow . . . .	147	205	309	661	49	128	161	134	109	59	15	4	2
Bowditch . . .	88	111	148	347	33	57	69	86	57	31	9	2	3
Bowdoin . . . .	75	113	142	330	20	55	75	80	57	29	8	4	2
Brimmer . . . .	93	125	144	362	41	61	90	74	61	22	11	2	.
Bunker Hill . .	95	129	172	396	29	74	82	74	58	50	24	4	1
Chapman . . . .	99	92	108	299	24	52	70	68	51	22	9	3	.
Chas. Sumner . .	126	240	208	574	53	137	120	130	79	36	8	2	.
Comins . . . . .	67	88	124	279	16	62	62	60	38	28	8	4	1
Dearborn . . . .	148	155	342	645	46	110	117	123	105	78	45	17	4
Dillaway . . . .	94	117	154	365	28	58	86	79	65	34	10	4	1
Dudley . . . . .	167	177	298	642	53	95	121	143	110	64	40	12	4
Dwight . . . . .	120	153	266	539	53	88	151	116	79	38	9	4	1
Edward Everett,	115	138	202	455	30	83	110	108	77	32	11	3	1
Eliot . . . . .	75	160	231	466	68	72	92	85	61	40	30	12	6
Emerson . . . .	123	172	308	603	46	95	127	111	109	60	32	15	8
Everett . . . . .	158	174	228	560	22	87	123	131	118	50	22	4	3
Franklin . . . .	147	152	291	590	60	89	128	128	93	60	13	8	2
Frothingham . .	148	159	165	472	49	95	119	104	55	35	9	6	.
Gaston . . . . .	125	141	162	428	27	89	99	107	62	26	15	3	.
Geo. Putnam . .	79	77	118	274	15	36	65	60	55	25	15	3	.
Gibson . . . . .	83	102	111	296	27	40	76	66	61	18	5	3	.
Hancock . . . .	166	202	616	984	75	179	198	188	179	102	53	6	4
Harris . . . . .	86	101	130	317	20	45	71	67	58	27	22	2	5
Harvard . . . .	153	215	259	627	49	121	113	140	115	64	22	3	.

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	First Class.	Second Class.	Third Class.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
Henry L. Pierce	90	100	134	324	34	47	68	82	57	22	6	3	4
Hugh O'Brien,	197	207	326	730	60	13	157	158	126	60	11	8	3
Hyde . . . . .	104	158	227	489	44	86	95	110	87	43	16	6	2
J. A. Andrew .	147	205	204	556	10	93	131	123	106	54	30	5	4
Lawrence . .	221	269	342	832	116	157	187	179	118	55	9	7	4
Lewis . . . .	155	189	190	534	31	96	118	115	94	65	9	6	.
Lincoln . . .	107	97	117	321	17	48	73	69	61	36	16	.	1
Lowell . . . .	203	315	403	921	67	171	236	200	152	70	20	3	2
Lyman . . . .	96	157	197	450	22	62	76	96	98	59	23	12	2
Martin . . . .	24	5	58	140	17	27	42	29	19	5	1	.	.
Mather . . . .	116	171	234	521	49	77	133	136	83	38	5	.	.
Minot . . . .	54	56	113	223	23	39	55	44	36	20	3	1	2
Mt. Vernon . .	53	45	87	185	18	42	35	40	30	13	6	1	.
Norcross . . .	137	189	275	601	88	110	121	136	75	45	20	5	1
Phillips . . .	76	158	148	382	35	86	68	60	59	39	19	12	4
Prescott . . .	101	139	111	351	24	66	69	90	58	28	10	5	1
Prince . . . .	54	98	106	258	5	33	55	58	49	39	15	4	.
Quincy . . . .	145	245	206	596	57	114	118	122	113	50	14	8	.
Rice . . . . .	100	127	148	375	13	40	95	79	85	46	13	4	.
Sherwin . . . .	92	178	171	441	45	74	107	83	85	33	12	2	.
Shurtleff . . .	105	106	122	333	30	67	89	73	46	21	6	1	.
Stoughton . .	48	59	64	171	7	25	47	42	34	11	3	1	1
Thos. N. Hart,	145	178	202	525	12	104	131	135	76	45	14	6	2
Tileston . . .	16	37	39	92	15	21	18	18	12	7	1	.	.
Warren . . . .	98	98	175	371	29	78	89	89	52	26	5	2	1
Wells . . . . .	187	258	392	837	79	162	180	189	130	84	11	2	.
Winthrop . .	86	98	97	281	29	62	75	43	20	25	12	10	5
Totals . .	6,096	7,938	10,794	24,828	2,032	4,411	5,491	5,364	4,117	2,199	821	267	96
Per cents .	24.6	32.0	43.5	100.0	8.3	17.8	22.1	21.6	16.6	8.9	3.3	1.1	0.4

## PRIMARY SCHOOLS.

*Number of Pupils to a Teacher, June 30, 1892.*

DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Av. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams .....	6	356	59.3	Henry L. Pierce	6	303	50.5
Agassiz .....	4	218	54.5	Hugh O'Brien ..	13	713	54.8
Allston .....	10	554	54.5	Hyde .....	9	497	55.2
Bennett ....	7	334	47.7	J. A. Andrew ..	11	585	53.2
Bigelow ....	13	669	51.5	Lawrence .....	18	840	46.7
Bowditch ...	6	333	55.5	Lewis .....	10	545	54.5
Bowdoin ...	7	318	45.4	Lincoln .....	6	325	54.2
Brimmer ...	8	372	46.5	Lowell .....	16	933	58.3
Bunker Hill.	11	394	35.8	Lyman .....	9	447	49.7
Chapman ...	6	304	50.7	Martin .....	3	247	82.3
Ch's Sumner	10	554	55.4	Mather .....	11	514	46.7
Comins .....	6	241	40.2	Minot .....	5	221	44.2
Dearborn ..	12	641	53.4	Mt. Vernon ...	5	171	34.2
Dillaway ...	7	378	54.0	Norcross .....	13	595	45.8
Dudley .....	13	666	51.2	Phillips .....	7	381	54.4
Dwight .....	10	535	53.5	Prescott ....	7	354	50.6
Edw. Everett	8	459	57.4	Prince ....	5	226	45.2
Eliot .....	9	469	52.1	Quincy .....	11	598	54.4
Emerson ...	10	630	63.0	Rice .....	8	377	47.1
Everett .....	10	545	54.5	Sherwin .....	9	447	49.7
Franklin ...	13	614	47.3	Shurtleff .....	6	336	56.0
Frothingham	9	476	52.9	Stoughton .....	4	174	43.5
Gaston .....	8	441	55.1	Thos. N. Hart .	9	532	59.1
Geo. Putnam	5	265	53.0	Tileston .....	2	85	42.5
Gibson .....	6	309	51.5	Warren .....	7	374	53.4
Hancock ....	17	1,030	60.6	Wells .....	15	869	57.9
Harris .....	7	319	45.6	Winthrop .....	6	290	48.3
Harvard ....	12	633	52.1	Totals .....	481	25,036	52.0

ORGANIZATION  
OF  
SCHOOL COMMITTEE  
FOR  
1892.



## SCHOOL COMMITTEE, 1892.

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[Term expires January, 1893.]

Charles T. Gallagher,  
Caroline E. Hastings,  
Benjamin B. Whittemore,  
Fred G. Pettigrove,  
George E. Mecuen,

Elizabeth C. Keller,  
Charles E. Daniels,  
John J. Kennedy,  
Timothy C. Barden.<sup>1</sup>

[Term expires January, 1894.]

Emily A. Fifield,  
Choate Burnham,<sup>2</sup>  
James S. Murphy,  
William A. Dunn,

Charles M. Green,  
Russell D. Elliott,  
James A. McDonald,  
Henry D. Huggan.

[Term expires January, 1895.]

Samuel B. Capen,  
Edwin H. Darling,  
Simon Davis,  
Richard C. Humphreys,

Ernest C. Marshall,  
Laliah B. Pingree,  
Solomon Schindler,  
Thomas F. Strange.

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## OFFICERS OF THE BOARD.

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### President.

HON. CHARLES T. GALLAGHER.

### Secretary.

PHINEAS BATES.

### Auditing Clerk.

WILLIAM J. PORTER.

### Superintendent of Schools.

EDWIN P. SEEVER.

### Supervisors.

SAMUEL W. MASON,  
ELLIS PETERSON,  
ROBERT C. METCALF,

JOHN KNEELAND,  
GEORGE H. CONLEY,  
MRS. LOUISA P. HOPKINS.

### Messenger.

ALVAH H. PETERS.

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<sup>1</sup> Elected to fill vacancy caused by resignation of Choate Burnham.

<sup>2</sup> Resigned March 8, 1892.

## STANDING COMMITTEES.

ACCOUNTS. — Benjamin B. Whittemore, *Chairman*; Messrs. Dunn, Capen, Darling, and Burnham.

ANNUAL REPORT. — Samuel B. Capen, *Chairman*; Messrs. Darling and Strange.

DRAWING. — James A. McDonald, *Chairman*; Messrs. Gallagher, Green, Miss Pingree, and Mr. Kennedy.

ELECTIONS. — William A. Dunn, *Chairman*; Messrs. Whittemore and Pettigrove.

EVENING SCHOOLS. — James S. Murphy, *Chairman*; Messrs. Gallagher, Schindler, Davis, and Marshall.

EXAMINATIONS. — Elizabeth C. Keller, *Chairman*; Mrs. Fifield, Messrs. Pettigrove, Meeuen, and Strange.

HORACE MANN SCHOOL. — Caroline E. Hastings, *Chairman*; Mrs. Fifield and Mr. Huggan.

HYGIENE. — Russell D. Elliott, *Chairman*; Mrs. Keller, Messrs. McDonald, Marshall, and Kennedy.

KINDERGARTENS. — Lalliah B. Pingree, *Chairman*; Mrs. Fifield, Mrs. Keller, Messrs. Dunn and Huggan.

LEGISLATIVE MATTERS. — Samuel B. Capen, *Chairman*; Messrs. Pettigrove and Strange.

MANUAL TRAINING SCHOOLS. — Samuel B. Capen, *Chairman*; Mrs. Fifield, Miss Pingree, Messrs. Murphy and Marshall.

MUSIC. — Solomon Schindler, *Chairman*; Messrs. Whittemore, Humphreys, Meeuen, and Huggan.

NOMINATIONS. — Richard C. Humphreys, *Chairman*; Miss Hastings, Messrs. Meeuen, Burnham, and McDonald.

PHYSICAL TRAINING. — Caroline E. Hastings, *Chairman*; Mrs. Keller, and Messrs. Meeuen, Marshall, and Kennedy.

RULES AND REGULATIONS. — Emily A. Fifield, *Chairman*; Messrs. Capen, Murphy, Darling, and Davis.

SALARIES. — Charles E. Daniels, *Chairman*; Messrs. Meeuen, Burnham, Darling, and Huggan.

SCHOOL-HOUSES. — Samuel B. Capen, *Chairman*; Messrs. Humphreys, Pettigrove, Burnham, and Schindler.

SEWING. — Emily A. Fifield, *Chairman*; Misses Hastings and Pingree, Mrs. Keller, and Mr. Dunn.

SUPPLIES. — Russell D. Elliott, *Chairman*; Messrs. Humphreys, Daniels, Pettigrove, and Murphy.

TEXT-BOOKS. — Charles M. Green, *Chairman*; Messrs. Schindler, McDonald, Mrs. Keller, and Mr. Davis.

TRUANT-OFFICERS. — Russell D. Elliott, *Chairman*; Messrs. Gallagher, Whittemore, Daniels, and McDonald.

## NORMAL, HIGH SCHOOL, AND DIVISION COMMITTEES.

NORMAL SCHOOL. — Fred G. Pettigrove, *Chairman*; Mrs. Fifield, Mr. Kennedy, Miss Pingree, and Mr. Strange.

HIGH SCHOOLS. — Charles M. Green, *Chairman*; Messrs. Davis, Dunn, Gallagher, and Whittemore.

FIRST DIVISION. — Henry D. Huggan, *Chairman*; Messrs. Daniels, Marshall, McDonald, and Pettigrove.

SECOND DIVISION. — Charles E. Daniels, *Chairman*; Messrs. Elliott, Marshall, McDonald, and Pettigrove.

THIRD DIVISION. — Russell D. Elliott, *Chairman*; Messrs. Darling, Dunn, Kennedy, and Miss Pingree.

FOURTH DIVISION. — Charles M. Green, *Chairman*; Messrs. Davis, Dunn, Miss Pingree, and Mr. Schindler.

FIFTH DIVISION. — Solomon Schindler, *Chairman*; Mr. Green, Miss Hastings, Messrs. Mecuen and Murphy.

SIXTH DIVISION. — Choate Burnham, *Chairman*; Messrs. Darling, Gallagher, Huggan, and Whittemore.

SEVENTH DIVISION. — Richard C. Humphreys, *Chairman*; Miss Hastings, Messrs. Mecuen, Murphy, and Strange.

EIGHTH DIVISION. — Samuel B. Capen, *Chairman*; Messrs. Davis, Mrs. Fifield, Mrs. Keller, and Mr. Kennedy.

NINTH DIVISION. — Emily A. Fifield, *Chairman*; Mr. Humphreys, Mrs. Keller, Messrs. Strange and Whittemore.

## SCHOOLS.

Normal School and Rice Training School.

Latin School, Girls' Latin School, English, Girls', Roxbury, Dorehester, Charlestown, West Roxbury, Brighton, and East Boston High Schools.

### GRAMMAR SCHOOLS.

*First Division.* — Adams, Chapman, Emerson, Lyman.

*Second Division.* — Bunker Hill, Frothingham, Harvard, Prescott, Warren.

*Third Division.* — Bowdoin, Eliot, Hancock, Phillips, Wells.

*Fourth Division.* — Brimmer, Prince, Quincy, Winthrop.

*Fifth Division.* — Dwight, Everett, Franklin, Hyde, Sherwin.

*Sixth Division.* — Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, Thomas N. Hart.

*Seventh Division.* — Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Martin.

*Eighth Division.* — Agassiz, Allston, Bennett, Bowditch, Charles Sumner, Lowell, Robert G. Shaw.

*Ninth Division.* — Edward Everett, Gibson, Harris, Henry L. Pierce, Mather, Minot, Stoughton, Tileston.

#### SUPERINTENDENT OF SCHOOLS.

EDWIN P. SEAVER, Newton Highlands. Office hours, Mondays to Fridays, 1 to 2 P.M.

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#### . BOARD OF SUPERVISORS.

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SAMUEL W. MASON, 105 Washington ave., Chelsea. Office hour, Friday, 1 P.M.

ELLIS PETERSON, 305 Chestnut ave., Jamaica Plain. Office hour, Thursday, 4.30 to 5.30 P.M.

ROBERT C. METCALF, 97 Mt. Pleasant ave., Roxbury. Office hour, Saturday, 11 A.M. to 12 M.

JOHN KNEELAND, 31 Winthrop street, Roxbury. Office hour, Wednesday, 4 30 P.M.

GEORGE H. CONLEY, 20 Wyoming street, Roxbury. Office hour, Monday, 4.30 P.M.

MRS. LORISA P. HOPKINS, 118 Charles street. Office hour, Wednesday, 4.30 P.M.

Regular meetings of the Board of Supervisors on the Friday following each regular meeting of the School Committee at 2.30 P.M.

Office hours of Supervisors at School Committee Building.

#### SUPERVISORS OF SCHOOLS.

SAMUEL W. MASON. — Charlestown and East Boston High Schools; Adams, Bunker Hill, Chapman, Emerson, Frothingham, Harvard, Lyman, Prescott, and Warren districts; Webb, Noble, Polk street, and Common street, Kindergartens.

ELLIS PETERSON. — Latin, Girls' Latin, Brighton High, West Roxbury High, and Horace Mann Schools; Agassiz, Allston, Bennett, Bowditch, Charles Sumner, Dwight, Everett, Franklin, and Robert G. Shaw districts; Appleton street, Cook, Everett, Green street, Rutland street, and Union street, Kindergartens.

ROBERT C. METCALF. — Normal and Roxbury High Schools; Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Lowell, and Martin districts; Cottage place, George Putnam, Quincy street, Smith street, and Yeoman street, Kindergartens.

JOHN KNEELAND. — Dorchester High School; Edward Everett, Gibson, Harris, Henry L. Pierce, Hyde, Mather, Minot, Prince, Quincy, Rice, Sherwin, Stoughton, and Tileston districts; Field's Corner, Hudson street, Neponset, Prince, Ruggles street, Stoughton and Walpole street, Kindergartens.

GEORGE H. CONLEY. — English High School; Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, and Thomas N. Hart districts; Howe, Shurtleff, and Thomas N. Hart, Kindergartens.

MRS. LOUISA P. HOPKINS. — Girls' High School; Bowdoin, Brimmer, Eliot, Hancock, Phillips, Wells, and Winthrop districts; Baldwin, Cushman, North Bennet street, North Margin street, Sharp, Starr King, Warren-ton street, and Winchell, Kindergartens.

#### SUPERVISORS IN CHARGE OF BRANCHES OF INSTRUCTION.

SAMUEL W. MASON. — Physical Culture, Physiology and Hygiene, History, Writing.

ELLIS PETERSON. — Arithmetic, in a part of the city (Divisions 5, 6, 7, 8, 9), Algebra, Geometry, Trigonometry, Greek, Psychology.

ROBERT C. METCALF. — Language (oral and written expression), Grammar, Chemistry.

JOHN KNEELAND. — Reading, English Literature, Physics.

GEORGE H. CONLEY. — Arithmetic, in a part of city (Divisions 1, 2, 3, 4), Book-keeping, Latin, French.

MRS. LOUISA P. HOPKINS. — Observation Lessons, Geography, Astronomy, Botany, Zoölogy, Sewing.

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## NORMAL SCHOOL.

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*Corner of Dartmouth and Appleton streets.*

*Head-Master.* — Larkin Dunton. *Sub-Master.* — Wallace C. Boyden. *1st Asst.* — L. Theresa Moses. *2d Assts.* — Annie E. Chace, Katharine H. Shute, Dora Williams, Laura S. Plummer, Almira Wilson. *Special.* — Laura Fisher, Henry W. Poor.

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### RICE TRAINING SCHOOL. (Boys.)

#### GRAMMAR.

*Corner of Dartmouth and Appleton streets.*

*Master.* — D. A. Hamlin. *Sub-Masters.* — Charles F. Kimball, Joseph L. Caverly. *1st Asst.* — Florence Marshall. *2d Assts.* — Dora Brown, Ella T.

Gould, Miriam W. Dike, Bessie H. Chapin, Lizzie M. Burnham. *3d Assts.* — Eliza Cox, Mattie H. Jackson. *Janitor.* — Amos Albee.

PRIMARY.

*Appleton street.*

*1st Asst.* — Gertrude E. Bigelow. *2d Assts.* — Mabel I. Emerson, Eleanor F. Lang, Alice May, Mary C. Mellyn. *3d Assts.* — Sarah E. Bowers, Emma L. Wyman, Clara C. Dunn. *Janitor.* — George W. Collings.

## LATIN AND HIGH SCHOOLS.

### PUBLIC LATIN SCHOOL. (Boys.)

*Warren avenue.*

*Head-Master.* — Moses Merrill. *Masters.* — Charles J. Capen, Arthur I. Fiske, Joseph W. Chadwick, Byron Groce, Edward P. Jackson, Frank W. Freeborn, John K. Richardson, Grenville C. Emery, George W. Rollins. *Junior-Masters.* — Henry C. Jones, Thomas A. Mullen, Francis De M. Dunn, Isaac B. Burgess, Henry Pennypacker, William T. Campbell. *Janitor.* — Matthew R. Walsh.

### GIRLS' LATIN SCHOOL.

*West Newton street.*

*Head-Master.* — John Tetlow. *Master.* — Edward H. Atherton. *Assistants.* — Jennie R. Sheldon, Augusta R. Curtis, Jessie Girdwood, Alice H. Luce, Mary C. C. Goddard, Mary J. Foley, Florence Dix. *Physical Culture.* — Martha S. Hussey. *Janitor.* — John Murphy, Jr.

### ENGLISH HIGH SCHOOL. (Boys.)

*Montgomery street.*

*Head-Master.* — Francis A. Waterhouse. *Masters.* — Robert E. Babson, Charles B. Travis, Alfred P. Gage, John F. Casey, Manson Seavy, Jerome V. Poole, Samuel C. Smith. *Junior-Masters.* — Wm. H. Sylvester, Rufus P. Williams, Frank O. Carpenter, Melvin J. Hill, James E. Thomas, George W. Evans, William B. Snow, James A. Beatley, Albert P. Walker, Charles P. Lebon, Harry C. Shaw, James Mahoney, Joseph Y. Bergen, Jr., William T. Strong, Samuel F. Tower, Henry M. Wright. *Janitor.* — Patrick W. Tighe.

### GIRLS' HIGH SCHOOL.

*West Newton street.*

*Head-Master.* — John Tetlow. *Junior-Master.* — Samuel Thurber. *Asst. Principal.* — Harriet E. Caryl. *1st Asst.* — Margaret A. Badger. *Assist-*

*ants.* — M. Medora Adams, Zéphirine N. Brown, Alla W. Foster, Charlotte M. Gardner, Helen A. Gardner, Isabel P. George, Elizabeth E. Hough, Emma W. Kaan, Augusta C. Kimball, Katherine Knapp, Parnell S. Murray, S. J. C. Needham, Emerette O. Patch, Emma G. Shaw, Sarah A. Shorey, Lizzie L. Smith, Adeline L. Sylvester, Lucy R. Woods. *Vocal and Physical Culture.* — Sara E. Miller. *Chemistry.* — Laura B. White. *Laboratory Asst.* — Margaret C. Brawley. *Janitor.* — John Murphy, Jr.

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## ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

*Kenilworth street.*

*Head-Master.* — Charles M. Clay. *Junior-Masters.* — Nathaniel S. French, John C. Ryder. *1st Asst.* — Emily Weeks. *Assistants.* — Eliza D. Gardner, Clara H. Balch, Edith A. Parkhurst, Persis P. Drake, Annie N. Crosby, Nellie A. Bragg, Susie C. Lougee, Jennie I. Ware, Mabel L. Warner, Lena M. Wills. *Janitor.* — Thomas Colligan.

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## DORCHESTER HIGH SCHOOL. (BOYS AND GIRLS.)

*Centre street, corner Dorchester avenue.*

*Master.* — Charles J. Lincoln. *Junior-Master.* — Albert S. Perkins. *Assistants.* — Rebecca V. Humphrey, Laura F. Hovey, Elizabeth M. Ritter, Edith S. Cushing, Emily J. Tucker. *Janitor.* — Thomas J. Hatch.

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## CHARLESTOWN HIGH SCHOOL. (BOYS AND GIRLS.)

*Monument square.*

*Head-Master.* — John O. Norris. *Junior-Master.* — Edward F. Holden. *Assistants.* — Alla F. Young, Abbie F. Nye, Sarah Shaw, Mary E. Upham, Grace Hooper. *Janitor.* — Joseph Smith.

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## WEST ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

*Elm street, Jamaica Plain.*

*Master.* — George C. Mann. *Assistants.* — Josephine L. Sanborn, Emily L. Clark, M. Louise Foster, Eliza F. Hammond. *Janitor.* — J. J. Wentworth.

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## BRIGHTON HIGH SCHOOL. (BOYS AND GIRLS.)

*Academy Hill.*

*Master.* — Benjamin Wormelle. *Assistants.* — Marion A. Hawes, Ida M. Curtis, Emma F. Black. *Janitor.* — J. Q. A. Cushman.

## EAST BOSTON HIGH SCHOOL. (BOYS AND GIRLS.)

*Public Library Building, Paris and Meridian streets.*

*Master.* — John F. Eliot. *Assistants.* — Lucy R. Beadle, Kate W. Cushing, Abby C. Howes, Charles W. Gerould, Kate A. Howe. *Janitor.* — Daniel S. Sweeney.

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## SPECIAL INSTRUCTORS.

## DRAWING.

Henry Hitchings, *Director.* Henry W. Poor, *Assistant.*

## PHYSICAL CULTURE.

Edward M. Hartwell, *Director.* Hartvig Nissen, *Assistant.*

## MUSIC.

Henry G. Carey, Girls' Latin, English High, Girls' High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston High Schools.

Hosea E. Holt. Normal, Rice, Wells, Eliot, Hancock, Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, Thomas N. Hart, Bowdoin, Phillips Schools.

J. M. Mason. Adams, Chapman, Emerson, Lyman, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Brimmer, Quincy, Winthrop Schools.

James M. McLaughlin. Comins, Dearborn, Dudley, Dillaway, George Putnam, Hugh O'Brien, Lewis, Lowell, Martin, Agassiz, Bowditch, Charles Sumner, Robert G. Shaw Schools.

Leonard B. Marshall. Prince, Dwight, Everett, Franklin, Hyde, Sherwin, Allston, Bennett, Edward Everett, Gibson, Harris, Mather, Minot, Henry L. Pierce, Stoughton, Tileston Schools.

## MODERN LANGUAGES.

Charles H. Grandgent, *Director.*

Henri Morand, J. Frederick Stein, *Assistants.*

## MILITARY DRILL.

Hobart Moore. Latin, English High, Roxbury High, Dorchester High, Charlestown High, West Roxbury High, Brighton High, East Boston High Schools.

A. Dakin, *Armorer.*

## SEWING.

Catherine L. Bigelow. Bowdoin, Prince Schools.

Mrs. Sarah J. Bray. Frothingham, Harvard, Prescott Schools.

Mrs. Annie E. Brazier. Lowell School.

Mrs. Harriet E. Browne. Henry L. Pierce, Bailey-street schools.

Helen L. Burton. Gibson, Lewis Schools.

Mrs. Catherine J. Cadogan. Norcross School.  
 Mrs. Eliza M. Cleary. Shurtleff School.  
 Mrs. Susan M. Cousens. Chapman, Emerson Schools.  
 Isabella Cumming. Winthrop School.  
 Mrs. Kate A. Doherty. Hancock School.  
 Martha F. French. Horace Mann School.  
 Mrs. Olive C. Hapgood. George Putnam, Bowditch Schools.  
 Mrs. Mary E. Jacobs. Dearborn, Hugh O'Brien Schools.  
 Margaret A. Kelley. Hyde School.  
 Lizzie S. Kenna. John A. Andrew School.  
 Mary J. McEntyre. Norcross School.  
 Catherine C. Nelson. Minot, Stoughton, Tileston Schools.  
 Sarah H. Norman. Shurtleff, Winthrop Schools.  
 Mary E. Patterson. Gaston School.  
 Mrs. Elizabeth A. Power. Adams, Chapman, Emerson, Lyman Schools.  
 M. Elizabeth Robbins. Adams School.  
 Mrs. Martha A. Sargent. Everett School.  
 Mrs. Julia A. Skilton. Bunker Hill, Prescott, Warren Schools.  
 Mrs. Sarah A. Stall. Allston, Bennett Schools.  
 Mrs. Frances E. Stevens. Wells School.  
 Lizzie A. Thomas. Franklin School.  
 Mrs. Emma A. Waterhouse. Dillaway School.  
 Mrs. M. A. Willis. Edward Everett, Harris, Mather Schools.  
 Ellen M. Wills. Charles Sumner, Robert G. Shaw Schools.  
 Esther L. Young. Martin School.

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## FIRST DIVISION.

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### ADAMS SCHOOL. (BOYS AND GIRLS.)

*Belmont square, East Boston.*

*Master.* — Frank F. Preble. *Sub-Master.* — Joel C. Bolan. *1st Asst.* — Mary M. Morse. *2d Asst.* — Clara Robbins. *3d Assts.* — Ellenette Pillsbury, Lina H. Cook, Sarah E. McPhaill, Albertina A. Martin, Harriet Sturtevant, M. Luetta Choate, Jennie A. Mayer. *Janitor.* — Michael J. Burke.

### PRIMARY SCHOOLS.

#### ADAMS SCHOOL, SUMNER STREET.

*4th Assts.* — Ellen M. Robbins, Jane A. Souther.

#### WEBSTER-STREET SCHOOL.

*2d Asst.* — Anna E. Reed. *4th Assts.* — Emma W. Weston, Mary A. Palmer, Nellie B. Tucker. *Janitor.* — Mary Campbell.

## CHAPMAN SCHOOL. (BOYS AND GIRLS.)

*Eutaw street, East Boston.*

*Master.* — George R. Marble. *Sub-Master.* — Tilson A. Mead. *1st Assts.* — Annie M. Crozier, Jane F. Reid. *2d Assts.* — Maria D. Kimball, Sarah F. Tenney. *3d Assts.* — Angeline Crosby, Carrie M. Locke, Margaret B. Erskine, Lucy E. Woodwell, Mary E. Buffum, Kate L. Niland, Grace M. Strong. *Janitor.* — James E. Burdakin.

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## PRIMARY SCHOOL.

TAPPAN SCHOOL, LEXINGTON STREET.

*2d Asst.* — Hannah E. Crafts. *4th Assts.* — Nellie F. Holt, Mary C. Hall, Marietta Duncan, Clara A. Otis, Calista W. McLeod, Mabel V. Roche. *Janitor.* — Henry A. Lewis.

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## EMERSON SCHOOL. (BOYS AND GIRLS.)

*Prescott street, East Boston.*

*Master.* — J. Willard Brown. *Sub-Master.* — Horatio D. Newton. *1st Assts.* — Mary A. Ford, Frances H. Turner. *2d Assts.* — H. Elizabeth Cutter, Mary D. Day. *3d Assts.* — Helen M. Souther, Juliette J. Pierce, Emma I. Irving, Annie S. Hayward, Helen M. Slack, Ellen S. Bloomfield, Almaretta J. Critchett, Mary L. Sweeney. *Janitor.* — Edward S. Chessman.

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BLACKINTON SCHOOL, ORIENT HEIGHTS.

*3d Assts.* — Fannie O. Bartlett, Mary E. Sullivan.

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## PRIMARY SCHOOLS.

EMERSON SCHOOL, PRESCOTT STREET.

*4th Assts.* — Elizabeth A. Turner, Sarah A. Atwood.

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NOBLE SCHOOL, PRINCETON STREET.

*2d Asst.* — Mary E. Plummer. *4th Assts.* — Margaret A. Bartlett, Abby D. Beale, Harriette E. Litchfield, Susan A. Slavin, Lizzie M. Morrissey. *Janitor.* — George J. Merritt.

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BLACKINTON SCHOOL, ORIENT HEIGHTS.

*4th Assts.* — Caroline E. Nutter, Hattie H. Coan.

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BENNINGTON-STREET CHAPEL.

*4th Asst.* — Charlotte G. Ray.

## LYMAN SCHOOL. (BOYS AND GIRLS.)

*Corner Paris and Decatur streets, East Boston.*

*Master.* — Augustus H. Kelley. *Sub-Master.* — Herbert L. Morse. *1st Assts.* — Cordelia Lothrop, Eliza F. Russell. *2d Assts.* — Mary A. Turner, Amelia H. Pitman. *3d Assts.* — Mary P. E. Tewksbury, Ida E. Halliday, Fanny M. Morris, Clara B. George, Mabel F. Wilkins, Emma M. Bates, Lillian S. Plummer. *Janitor.* — William G. Riordan.

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## PRIMARY SCHOOLS.

## AUSTIN SCHOOL, PARIS STREET.

*2d Asst.* — Anna I. Duncan. *4th Assts.* — Fidelia D. Merrick, Josephine A. Ayers, Lena E. Synette, Mary E. Williams. *Janitor.* — Mrs. Ellen Higginson.

## WEBB SCHOOL, PORTER STREET.

*2d Asst.* — Nellie M. Porter. *4th Assts.* — Mary F. Simmons, Annie M. Wilcox, Elizabeth A. Bloomfield. *Janitor.* — Mrs. Matilda Davis.

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## SECOND DIVISION.

## BUNKER HILL SCHOOL. (BOYS AND GIRLS.)

*Baldwin street, Charlestown.*

*Master.* — Samuel J. Bullock. *Sub-Master.* — Henry F. Sears. *1st Assts.* — Abby P. Josselyn, Harriet H. Norcross. *2d Assts.* — Mary E. Minter, Angelia M. Knowles. *3d Assts.* — Ida O. Hurd, Annie F. McMahon, Clara B. Brown, Eleanor S. Wolff, Ruth C. Mills, Anna M. Prescott, Cora V. George, Charlotte E. Seavey, Kate C. Thompson. *Janitor.* — G. H. Gibbs.

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## PRIMARY SCHOOLS.

## HAVERHILL-STREET SCHOOL.

*4th Assts.* — Mary S. Thomas, Annie B. Hunter. *Janitor.* — Daniel J. O'Brien.

## BUNKER HILL STREET SCHOOL, COR. CHARLES STREET.

*2d Asst.* — Elizabeth B. Norton. *4th Assts.* — Mary E. Flanders, Sarah A. Smith, Effie G. Hazen, Jennie F. White, Ada E. Bowler, Mary D. Richardson, Ella L. Thompson. *Janitor.* — Josiah C. Burbank.

## MURRAY CHAPEL, BUNKER HILL STREET.

*4th Asst.* — Kate C. Brooks. *Janitor.* — Samuel C. Smith.

## FROTHINGHAM SCHOOL. (BOYS AND GIRLS.)

*Corner of Prospect and Edgeworth streets, Charlestown.*

*Master.* — William B. Atwood. *Sub-Master.* — James E. Hayes. *1st Assts.* — Charlotte E. Camp, Bial W. Willard. *2d Assts.* — Arabella P. Moulton, Sarah H. Nowell. *3d Assts.* — Ellen R. Stone, Margaret J. O'Hea, Jennie E. Tobey, Ellen A. Chapin, Mary Colesworthy, Cecelia A. Kelley, Susan T. Dundon. *Janitor.* — Warren J. Small.

## PRIMARY SCHOOLS.

## FROTHINGHAM SCHOOL, PROSPECT STREET.

*4th Assts.* — Persis M. Whittemore, Martha Yeaton, Mary E. Corbett, Florence I. Morse.

## MOULTON-STREET SCHOOL.

*4th Assts.* — Nellie L. Cullis, Louisa W. Huntress, Mary E. Delaney, Fannie M. Lamson. *Janitor.* — Jeremiah F. Horrigan.

## FREMONT-PLACE SCHOOL.

*4th Asst.* — Abbie C. McAuliffe. *Janitor.* — Mrs. Mary Watson.

## HARVARD SCHOOL. (BOYS AND GIRLS.)

*Devens street, Charlestown.*

*Master.* — W. E. Eaton. *Sub-Master.* — Darius Hadley. *1st Assts.* — Sarah E. Leonard, Mary A. Lovering. *2d Assts.* — Abbie M. Libby, Julia E. Harrington. *3d Assts.* — Elizabeth W. Allen, Ida B. Nute, Amy R. Chapman, Sarah J. Perkins, Cally E. Gary, Annie E. O'Connor, Olive J. Sawyer, Myra F. Towle. *Janitor.* — Frances A. Hewes.

## PRIMARY SCHOOLS.

## HARVARD-HILL SCHOOL.

*2d Asst.* — Frances A. Foster. *4th Assts.* — Grace A. Bredeen, Louisa A. Whitman, Elizabeth R. Cormier, Lana H. Wood, Sarah J. Worcester, Elizabeth G. Desmond, Sarah R. Dodge. *Janitor.* — L. H. Hayward.

## COMMON-STREET SCHOOL.

*4th Assts.* — Catherine C. Brower, Elizabeth R. Brower, Agnes A. Herlihy, Theresa G. Power. *Janitor.* — L. H. Hayward.

## PRESCOTT SCHOOL. (BOYS AND GIRLS.)

*Elm street, Charlestown.*

*Master.* — Edwin T. Horne. *Sub-Master.* — William H. Furber. *1st Asst.* — Belle P. Winslow. *2d Asst.* — Mary C. Sawyer. *3d Assts.* —

Julia C. Powers, Lydia A. Nason, Francis A. Craigen, Julia F. Sawyer, Minnie E. Ward, Nellie J. Breed. *Janitor*. — Thomas Merritt.

## PRIMARY SCHOOLS.

## POLK-STREET SCHOOL.

*4th Assts.* — Mary E. Franklin, Hattie L. Todd, Alice Simpson, Elizabeth J. Doherty, Lizzie Simpson. *Janitor*. — Walter I. Sprague.

## MEDFORD-STREET SCHOOL.

*4th Assts.* — Lydia E. Hapenny, Ruphine A. Morris. *Janitor*. — Walter I. Sprague.

## WARREN SCHOOL. (BOYS AND GIRLS.)

*Corner of Pearl and Summer streets, Charlestown.*

*Master*. — E. B. Gay. *Sub-Master*. — Edward Stickney. *1st Assts.* — Sarah M. Chandler, Elizabeth Swords. *2d Assts.* — Anna D. Dalton, Ellen A. Pratt. *3d Assts.* — Mary F. Haire, Marietta F. Allen, Abby E. Holt, Alice M. Raymond, Alice Hall, Mary E. Pierce, Anna M. Pond, Katharine A. Sweeney, Georgietta Sawyer. *Janitor*. — John P. Swift.

## PRIMARY SCHOOLS.

## WARREN SCHOOL, PEARL STREET.

*4th Assts.* — Caroline E. Osgood.

## CROSS-STREET SCHOOL.

*4th Assts.* — Mary F. Kittridge, Fannie L. Osgood. *Janitor*. — Alice M. Lyons.

## MEAD-STREET SCHOOL.

*4th Assts.* — M. Josephine Smith, Cora A. Wiley, Carrie F. Gammell, Jessie G. Paine. *Janitor*. — James Shute.

## THIRD DIVISION.

## BOWDOIN SCHOOL. (GIRLS.)

*Myrtle street.*

*Master*. — Alonzo Meserve. *1st Assts.* — Sarah R. Smith, Mary Young, James W. Webster. *2d Asst.* — S. Frances Perry. *3d Assts.* — Eliza A. Fay, Irene W. Wentworth, Dora E. Pitcher, Ella L. Macomber, Martha T. O'Hea, E. Laura Tilden. *Janitor*. — James Hamilton.

## PRIMARY SCHOOLS.

## SOMERSET-STREET SCHOOL.

*4th Assts.* — Sarah E. Brown, Mabel West, Clara J. Reynolds. *Janitor.* — Mrs. Annie J. Butler.

## SHARP SCHOOL, ANDERSON STREET.

*2d Asst.* — Elizabeth R. Preston. *4th Assts.* — Mary E. O'Leary, Harriet L. Smith, Julia G. L. Morse. *Janitor.* — Mrs. Mary A. Maguire.

## ELIOT SCHOOL. (Boys.)

*North Bennet street.*

*Master.* — Samuel Harrington. *Sub-Masters.* — Granville S. Webster, Benjamin J. Hinds, John J. Sheehan. *1st Asst.* — Frances M. Bodge. *2d Asst.* — Adolin M. Steele. *3d Assts.* — Luciette A. Wentworth, Mary Heaton, Minnie I. Folger, M. Ella Wilkins, Mary E. Hanney, Isabel R. Haskin, Annie M. H. Gillespie, Elizabeth C. Harding, Rose A. Carrigan. *Janitor.* — P. J. Riordan.

## WARE SCHOOL, NORTH BENNET STREET.

*3d Assts.* — Agnes C. Moore, Mary V. Cunningham, Genevieve C. Roach, Catherine J. Cunningham. *Janitor.* — Wm. Swanzey.

## FORMORT SCHOOL, SNELLING PLACE.

*3d Asst.* — M. Persis Taylor.

## FREEMAN SCHOOL, CHARTER STREET.

*3d Asst.* — Mary E. Abercrombie.

## PRIMARY SCHOOLS.

## FORMORT SCHOOL, SNELLING PLACE.

*2d Asst.* — Rosa M. E. Reggio. *4th Asst.* — Sophia E. Krey. M. Elizabeth McGinley, Sylvia A. Richards. *Janitor.* — Wm. Swanzey.

## FREEMAN SCHOOL, CHARTER STREET.

*2d Asst.* — Nellie G. Murphy. *4th Assts.* — A. Augusta Coleman, Marcella E. Donegan, Harriet E. Lampee, Katharine G. Sutcliffe. *Janitor.* — Mary A. O'Brien.

## HANCOCK SCHOOL. (GIRLS.)

*Parmenter street.*

*Master.* — Lewis H. Dutton. *1st Assts.* — Ellen B. Sawtelle, Amy E. Bradford. *2d Assts.* — Josephine M. Robertson, Katherine E. Gillespie.

*3d Assts.* — Helen M. Hitchings, Susan E. Maece, Honora T. O'Dowd, Elizabeth A. Fisk, Margaret A. M. O'Dowd, Margaret A. Nichols, Agnes L. Dodge, Emma L. Mitchell, Elizabeth T. O'Brien, Ariel D. Savage. *Janitor.* — Joseph P. Fleming.

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## PRIMARY SCHOOLS.

## CUSHMAN SCHOOL, PARMENTER STREET.

*2d Asst.* — Theresa M. Gargan. *4th Assts.* — Harriet M. Fraser, Mary L. Desmond, Mary G. Ruxton, Mary J. Clark, Marcella C. Halliday, Henrietta Thompson, Matilda F. Bibbey, Esther W. Gilman, Julia E. Collins, Florence E. Phillips, Annie R. Dolan, Catherine W. Fraser, Mary J. Murray, Annie M. Niland, Lena J. Rendall. *Janitor.* — H. C. Mahoney.

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## INGRAHAM SCHOOL, SHEAFE STREET.

*4th Assts.* — Josephine B. Silver, Lucy M. A. Moore, Adelaide R. Donovan. *Janitor.* — Mary McDermott.

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## PHILLIPS SCHOOL. (Boys.)

*Phillips street.*

*Master.* — Elias H. Marston. *Sub-Masters.* — Edward P. Shute, Herbert S. Weaver. *1st Asst.* — Nellie M. Whitney. *2d Asst.* — Adeline F. Cutter. *3d Assts.* — Alice L. Lannan, Ruth E. Rowe, Sarah W. I. Copeland, Martha A. Knowles, Louise H. Hinckley, Eunice J. Simpson, Helen M. Coolidge, Emeline C. Farley, Mary E. Towle, Katharine A. Burns, Julia F. Holland, Margaret J. Cunningham. *Janitor.* — Jeremiah W. Murphy.

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## PRIMARY SCHOOLS.

## GRANT SCHOOL, PHILLIPS STREET.

*4th Assts.* — Mary J. Leahy, Annie P. Elwell. *Janitor.* — Mrs. Catherine O'Sullivan.

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## BALDWIN SCHOOL, CHARDON COURT.

*2d Asst.* — Jennie A. Dodson. *4th Assts.* — Elizabeth K. Bolton, Mary L. Bibbey, Margaret D. Mitchell, Angie P. S. Andrews. *Janitor.* — William Swanzey.

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## WELLS SCHOOL. (GIRLS.)

*Corner Blossom and McLean streets.*

*Master.* — Orlando W. Dimick. *1st Assts.* — Ella F. Inman, Emeline E. Durgin. *2d Asst.* — Hattie A. Watson. *3d Assts.* — Ellen F. Jones, Susan R. Gifford, Mary M. Perry, Lizzie F. Stevens, Eliza A. Freeman, Elizabeth

Campbell, Hattie C. Leatherbee, Emily H. Maedonald. *Janitor*. — James Martin.

WINCHELL SCHOOL, BLOSSOM STREET.

*3d Asst.* — Adelaide E. Badger.

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#### PRIMARY SCHOOLS.

WINCHELL SCHOOL, BLOSSOM STREET.

*2d Asst.* — Sarah G. Fogarty. *4th Assts.* — Lulu A. L. Hill, Helen M. Graves, Kate Wilson, Mary E. Ames, Lillian W. Prescott, Louise W. Betts, Nellie M. Durgin, Mary F. Finneran. *Janitor*. — Jeremiah O'Connor.

EMERSON SCHOOL, POPLAR STREET.

*2d Asst.* — Mary F. Gargan. *4th Assts.* — Georgia G. Barstow, Jeanette A. Nelson, Mary A. Collins, Adelaide A. Rea, Alicia I. Collison, Leila L. Rand, Frances S. Duncan. *Janitor*. — Mrs. B. F. Bradbury.

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### FOURTH DIVISION.

#### BRIMMER SCHOOL. (Boys.)

*Common street.*

*Master.* — Quincy E. Dickerman. *Sub-Masters.* — T. Henry Wason, Gustavus F. Guild. *1st Asst.* — Ella L. Burbank. *2d Asst.* — Josephine Garland. *3d Assts.* — Lilla H. Shaw, Sarah J. March, Helen L. Bodge, Sarah E. Adams, Mary A. Carney, Elizabeth A. Noonan, Mary E. W. Hagerty, James Burrier, Emma A. Gordon, Mary E. Keyes, Annie P. James. *Janitor.* — George W. Fogg.

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#### PRIMARY SCHOOLS.

STARR KING SCHOOL, TENNYSON STREET.

*4th Assts.* — Mary E. Tiernay, Alice Patten. *Janitor.* — Henry Randolph.

SKINNER SCHOOL, CORNER FAYETTE AND CHURCH STREETS.

*2d Asst.* — Edith L. Stratton. *4th Assts.* — Emma F. Burrill, Emily B. Burrill, Elizabeth G. Cahill, Mary E. Collins. *Janitor.* — Michael Ring.

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#### PRINCE SCHOOL. (Boys and Girls.)

*Newbury street, corner of Exeter street.*

*Master.* — E. Bentley Young. *Sub-Master.* — Seth Sears. *1st Asst.* — Mary Wilson. *2d Asst.* — Luthera W. Bird. *3d Assts.* — Kate C. Martin,

Alice M. Dickey, Annie C. Murdock, M. Louise Fynes, Kate A. Raycroft, Clara E. Fairbanks, Laura M. Kendrick, Edith C. Worcester. *Janitor.* — Thomas F. Durkin.

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## PRIMARY SCHOOL.

PRINCE SCHOOL, EXETER STREET.

*4th Assts.* — Minnie R. Leavitt, E. Isabelle Bense, Katherine L. Campbell, Laura K. Hayward, Grace S. Pierce, Manetta W. Penney.

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## QUINCY SCHOOL. (Boys.)

*Tyler street.*

*Master.* — Alfred Bunker. *Sub-Masters.* — Frank F. Courtney, George R. Keene. *1st Asst.* — Mary L. Holland. *2d Asst.* — Harriette A. Bettis. *3d Assts.* — Bridget A. Foley, Ida H. Davis, Emily B. Peck, Emma F. Colomy, Ellen L. Collins, Angie C. Damon, Margaret E. Carey. *Janitor.* — James Daly.

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## PRIMARY SCHOOLS.

QUINCY SCHOOL, TYLER STREET.

*2d Asst.* — Hannah E. G. Gleason. *4th Assts.* — Kate A. Kiggen, Octavia C. Heard.

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WAY-STREET SCHOOL.

*4th Assts.* — Maria A. Callanan, Mary E. Conley, Abbie E. Batchelder. *Janitor.* — Thomas B. Brennick.

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ANDREWS SCHOOL, GENESEE STREET.

*4th Assts.* — Emily E. Maynard, Harriet M. Bolman, Ann T. Corliss. *Janitor.* — Thomas B. Brennick.

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HUDSON-STREET SCHOOL.

*4th Assts.* — Kate L. Wilson, Julia A. McIntyre. *Janitor.* — Ellen McCarthy.

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## WINTHROP SCHOOL. (GIRLS.)

*Tremont street, near Eliot street.*

*Master.* — Robert Swan. *1st Assts.* — Susan A. W. Loring, May Gertrude Ladd. *2d Assts.* — Emma K. Valentine, Katherine K. Marlow, Margaret T. Wise, Mary L. H. Gerry. *3d Assts.* — Ellen M. Underwood, Adelaide M. Odiorne, Caroline S. Crozier, Carrie Merrill, Mary A. Murphy, Louise K. Hopkinson, Mary E. Barstow, Helen E. Hilton. *Janitor.* — A. H. B. Little.

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STARR KING SCHOOL, TENNYSON STREET.

*2d Asst.* — Mary T. Foley. *Janitor.* — Henry Randolph.

## PRIMARY SCHOOL.

## TYLER-STREET SCHOOL.

*2d Asst.* — Amelia E. N. Treadwell. *4th Assts.* — Mary A. Reardon, Priscilla Johnson, Mary E. Noonan, Emma I. Baker, Mary A. B. Gore. *Janitor.* — Naney Ryan.

## FIFTH DIVISION.

## DWIGHT SCHOOL. (Boys.)

*West Springfield street.*

*Master.* — James A. Page. *Sub-Masters.* — J. Langdon Curtis, Henry C. Parker. *1st Asst.* — Ruth G. Rich. *2d Asst.* — Mary C. R. Towle. *3d Assts.* — Nellie L. Shaw, Mary E. Trow, Georgiana Benjamin, Isabelle H. Wilson, Isabella G. Bonnar, Sarah C. Fales, Clara P. Wardwell, Emma A. Child, Georgie M. Clark. *Janitor.* — William H. Johnson.

## PRIMARY SCHOOLS.

## RUTLAND-STREET SCHOOL.

*2d Asst.* — Martha B. Lucas. *4th Assts.* — Emma F. Gallagher, Delia L. Viles. *Janitor.* — William P. Tierney.

## JOSHUA BATES SCHOOL, HARRISON AVENUE.

*2d Assts.* — Agnes J. Cushman. *4th Assts.* — Eva L. Munroe, Miriam Sterne, Mary E. O'Brien, Sara Mock, Annie J. O'Brien. *Janitor.* — James L. Williams.

## EVERETT SCHOOL. (Girls.)

*West Northampton street.*

*Master.* — Walter S. Parker. *1st Assts.* — Janet M. Bullard, Eliza M. Evert. *2d Assts.* — Emily F. Marshall, Susan S. Foster, Lucy W. Eaton. *3d Assts.* — Abby C. Haslet, Ann R. Gavett, Sarah L. Adams, Evelyn E. Morse, Sara W. Wilson, Anna E. Grover, Mary H. Gibbons. *Janitor.* — Edward Bannon.

## PRIMARY SCHOOL.

## WEST CONCORD-STREET SCHOOL.

*2d Asst.* — Eliza C. Gould. *4th Assts.* — Frances W. Sawyer, Mary H. Downe, Adelaide B. Smith, Alice E. Stevens, Florence A. Perry, Nellie G. McElwain, Marguerite J. Flynn, Margarat H. Manning, Bertha Bamber. *Janitor.* — Annie Nugent.

## FRANKLIN SCHOOL. (GIRLS.)

*Ringgold street.*

*Master.* — Granville B. Putnam. *1st Assts.* — Jennie S. Tower, Isabella M. Harmon. *2d Assts.* — Margaret J. Crosby, P. Catharine Bradford, Octavia L. Cram. *3d Assts.* — Roxanna W. Longley, Mary A. Mitchell, Annie E. L. Parker, Annie G. Merrill, Sarah N. Macomber, Ida M. Mitchell, Lillian S. Bourne, Abby A. Hayward. *Janitor.* — John S. Kriebs.

## PRIMARY SCHOOLS.

## COOK SCHOOL, GROTON STREET.

*2d Asst.* — Harriet M. Faxon. *4th Assts.* — Affie T. Wier, Jennie M. Plummer, Kate R. Hale, Elizabeth E. Daily. *Janitor.* — Mary A. Daly.

## WAIT SCHOOL, SHAWMUT AVENUE.

*2d Asst.* — Josephine G. Whipple. *4th Assts.* — Georgiana A. Ballard, Emma E. Allin, C. Josephine Bates, Kate R. Gookin, Jennie E. Haskell, Ettie M. Smith, Lillian Tishler. *Janitor.* — Mansfield Harvell.

## HYDE SCHOOL. (GIRLS.)

*Hammond street.*

*Master.* — Silas C. Stone. *1st Assts.* — Mary E. Parsons, Lucy L. Burgess. *2d Assts.* — E. Elizabeth Boies, Alice G. Maguire. *3d Assts.* — Caroline K. Nickerson, Isabel G. Winslow, Etta Yerdon, Jane Reid, Helen Perry, Sarah R. Wentworth, Ada M. Fitts, Elizabeth A. Spaulding, Annie M. Trundy. *Janitor.* — Thomas J. Kinney.

## PRIMARY SCHOOLS.

## WESTON-STREET SCHOOL.

*2d Asst.* — Annie G. Fillebrown. *4th Assts.* — Mary E. Cogswell, Mary G. Murphy, Rose A. Mitchell, Delia E. Cunningham, Louise A. Kelly, Carrie M. Bayley, Mary A. Higgins. *Janitor.* — Patrick F. Higgins.

## WALPOLE-STREET SCHOOL.

*4th Asst.* — Celia Bamber.

## SHERWIN SCHOOL. (BORS.)

*Madison square.*

*Master.* — Frank A. Morse. *Sub-Masters.* — Frederick L. Owen, E. Emmons Grover. *1st Asst.* — Elizabeth B. Walton. *2d Asst.* — Alice T. Kelley. *3d Assts.* — Emma T. Smith, Adella L. Baldwin, Mary E. T. Healy,

Nellie F. Brazer, Mary B. Chaloner, Mary F. Roome, Elizabeth G. Dowd.  
*Janitor.* — Joseph G. Scott.

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### PRIMARY SCHOOLS.

#### SHERWIN SCHOOL.

*4th Assts.* — Annie E. Walcutt, Emma L. Peterson, Sarah E. Gould,  
 Nellie H. Crowell.

#### AVON-PLACE SCHOOL.

*4th Assts.* — Abby E. Ford, Elizabeth F. Todd, Oria J. Perry, Minnie A.  
 Perry. *Janitor.* — Charles H. Stephan.

#### DAY'S CHAPEL.

*4th Asst.* — Rose E. Conaty.

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## SIXTH DIVISION.

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### BIGELOW SCHOOL. (Boys.)

*Fourth street, corner E street, South Boston.*

*Master.* — Frederic H. Ripley. *Sub-Masters.* — J. Gardner Bassett, F.  
 Morton King. *1st Asst.* — Amelia B. Coe. *2d Assts.* — Ellen Coe, Mattie  
 A. Goodrich. *3d Assts.* — Eliza B. Haskell, Mary Nichols, Malvena Tenney,  
 Stella A. Hale, Catherine H. Cook, Angeline S. Morse, Kittie A. Learned.  
 Sabina G. Sweeney, Cara W. Hanscom. *Janitor.* — Samuel P. Howard.

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### PRIMARY SCHOOLS.

#### HAWES HALL, BROADWAY.

*2d Asst.* — Ann J. Lyon. *4th Assts.* — Ida M. Condon, Sarah D. McKis-  
 sick, Mary L. Bright, Ella F. Fitzgerald, Margarette H. Price, Annie S.  
 McKissick, Mary L. Howard. *Janitor.* — Joanna Brennan.

#### SIMONDS SCHOOL, BROADWAY.

*4th Assts.* — Elizabeth M. Mann, Emily T. Smith, Julia G. Leary, Florence  
 L. Spear. *Janitor.* — Joanna Brennan.

#### FOURTH-STREET SCHOOL.

*4th Assts.* — Kate A. Coolidge, Sarah T. Driscoll. *Janitor.* — Matthew  
 G. Worth.

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### GASTON SCHOOL. (GIRLS.)

*L street, corner of E. Fifth street, South Boston.*

*Master.* — Thomas H. Barnes. *1st Assts.* — Juliette R. Hayward, Sarah  
 C. Winn. *2d Assts.* — Carrie M. Kingman, Clara A. Sharp. *3d Assts.* —

Emogene F. Willett, Ellen R. Wyman, Mary B. Barry, Emma M. Sibley, Margaret Cunningham, Carrie A. Harlow, Josephine A. Powers, Mary S. Laughton, Julia A. Noonan. *Janitor*. — Albion Elwell.

## PRIMARY SCHOOLS.

## GASTON SCHOOL, L STREET.

*4th Assts.* — S. Lila Huckins, Jennie G. Carmichael, M. Isabel Harrington.

## \* BENJAMIN POPE SCHOOL, O STREET.

*2d Asst.* — Ella R. Johnson. *4th Assts.* — Susan Frizzell, Carrie W. Haydn, Lelia R. Haydn, Mary E. Dee, Isabella J. Murray. *Janitor*. — Charles Carr.

## JOHN A. ANDREW SCHOOL. (BOYS AND GIRLS.)

*Dorchester street, South Boston.*

*Master.* — Joshua M. Dill. *Sub-Master.* — Edgar A. Raub. *1st Assts.* — Frank M. Weis, Emma M. Cleary. *2d Assts.* — Henrietta L. Dwyer, Mary E. Perkins. *3d Assts.* — Annie L. Clapp, Mary L. Fitzgerald, Ella I. Cass, Lucy M. Marsh, Emma C. Stuart, Agnes M. Cochran, May J. Cunningham, Alice T. Cornish, Bertha E. Miller. *Janitor.* — Thomas Buckner.

## PRIMARY SCHOOL.

## TICKNOR SCHOOL, DORCHESTER STREET.

*2d Asst.* — Mary A. Jenkins. *4th Assts.* — Sarah E. Ferry, Caroline W. Walsh, Alice L. Littlefield, Lizzie Ordway, Alice P. Howard, Emily F. Hodsdon, Sadie E. Welch, Grace L. Tucker, Grace E. Holbrook, Annie M. Driscoll. *Janitor.* — Alexander McKinley.

## LAWRENCE SCHOOL. (BOYS.)

*Corner B and Third streets, South Boston.*

*Master.* — Amos M. Leonard. *Sub-Masters.* — Augustus D. Small, George S. Houghton. *1st Asst.* — Emma P. Hall. *2d Asst.* — Cora S. Locke. *3d Assts.* — Isabella F. Crapo, Nellie R. Grant, Kate Haushalter, Mary J. Buckley, Margaret A. Gleason, Mary A. Conroy, Mary A. Montague, Mary E. McMann, Agnes G. Gilfether. *Janitor.* — William F. Griffin.

## MATHER SCHOOL, BROADWAY.

*Sub-Master.* — Edward H. Cobb. *3d Assts.* — M. Louise Gillett, Ellen E. Leary, Margaret A. Moody. *Janitor.* — George D. Rull.

## PRIMARY SCHOOLS.

## MATHER SCHOOL, BROADWAY.

*2d Asst.* — Sarah E. Lakeman. *4th Assts.* — Margaret M. Burns, Ada A. Bradeen, Maud F. Crosby, Lena J. Crosby, Mary E. Flynn. *Janitor.* — Thomas Boswell.

## PARKMAN SCHOOL, SILVER STREET.

*2d Asst.* — Martha S. Damon. *4th Assts.* — Laura S. Russell, Amelia McKenzie, Elizabeth J. Andrews. *Janitor.* — Michael Murray.

## HOWE SCHOOL, FIFTH STREET, BETWEEN B AND C.

*2d Asst.* — Mary W. Bragdon. *4th Assts.* — Emma Britt, Henrietta Nichols, Sarah M. Brown, Marie F. Keenan, Minnie E. T. Shine, Annie L. Treanor. *Janitor.* — George D. Rull.

## LINCOLN SCHOOL. (BOYS.)

*Broadway, near K street, South Boston.*

*Master.* — Maurice P. White. *Sub-Master.* — Henry H. Kimball. *1st Asst.* — Martha F. Wright. *2d Asst.* — Sarah A. Curran. *3d Assts.* — Vodisa J. Comey, Louis A. Pieper, Helen S. Henry, Hannah L. Manson, Mary H. Faxon, Emma L. Stokes, Ellen A. McMahon. *Janitor.* — Joseph S. Luther.

## PRIMARY SCHOOL.

## TUCKERMAN SCHOOL, FOURTH STREET.

*2d Asst.* — Elizabeth M. Easton. *4th Assts.* — Mary A. Crosby, Frances A. Cornish, Annie E. Somes, Laura L. Newhall, Ellen V. Courtney. *Janitor.* — A. D. Bickford.

## NORCROSS SCHOOL. (GIRLS.)

*Corner of D and Fifth streets, South Boston.*

*Master.* — Fred O. Ellis. *1st Assts.* — Caroline Bernhard, M. Elizabeth Lewis. *2d Assts.* — Sarah A. Gallagher, Juliette Wyman, Juliette Smith. *3d Assts.* — Mary E. Downing, Maria L. Nelson, Mary R. Roberts, Emma L. Eaton, Emma F. Crane, Helen E. Hobbs, Julia S. Dolan, Ellen T. Noonan, Mary E. Bernhard. *Janitor.* — Samuel T. Jeffers.

## PRIMARY SCHOOLS.

## DRAKE SCHOOL, THIRD STREET.

*2d Asst.* — Nellie J. Cashman. *4th Assts.* — Fanny W. Hussey, Abbie C. Nickerson, Alice J. Meins, Kate E. Fitzgerald. *Janitor.* — Patrick Mullen.

## CYRUS ALGER SCHOOL.

*2d Asst.* — Ann E. Newell. *4th Assts.* — Mary G. A. Toland, Hattie L. Rayne, Emma F. Gallagher, Alice W. Baker, Hannah L. McGlinchey, Martha G. Buckley, Jennie A. Mullaly. *Janitor.* — James M. Demeritt.

## SHURTLEFF SCHOOL. (GIRLS.)

*Dorchester street, South Boston.*

*Master.* — Henry C. Hardon. *1st Assts.* — Anna M. Penniman, Ellen E. Morse. *2d Assts.* — Catharine A. Dwyer, Emeline L. Tolman, Martha E. Morse. *3d Assts.* — Jane M. Bullard, Winnifred C. Folan, Roxanna N. Blanchard, Harriet S. Howes, Marion W. Rundlett, Annie L. Scalan, Isabel L. Marlow, Mary M. Clapp. *Janitor.* — James Mitchell.

## PRIMARY SCHOOL.

CLINCH SCHOOL, F STREET.

*2d Assts.* — Lucy A. Dunham. *4th Assts.* — Mary E. Morse, Alice C. Ryan, Alice J. Dolbeare, Catherine E. McDonald, Lottie B. Lucas. *Janitor.* — Michael E. Brady.

## THOMAS N. HART SCHOOL. (BOYS.)

*H, corner of E. Fifth street, South Boston.*

*Master.* — Alonzo G. Ham. *Sub-Master.* — John F. Dwight. *1st Asst.* — Margaret J. Stewart. *2d Asst.* — John D. Philbrick. *3d Asst.* — Jennie F. McKissick, Mary B. Powers, Emma J. Channell, Anastasia G. Hyde, L. Idalia Provan, Bertha Peirce. *Janitor.* — Nathan Gray.

## PRIMARY SCHOOLS.

THOMAS N. HART SCHOOL, H STREET.

*4th Assts.* — Lura M. Power, Evelyn M. Condon.

CAPEN SCHOOL, COR. OF I AND SIXTH STREETS.

*2d Asst.* — Mary E. Powell. *4th Assts.* — Laura J. Gerry, Mary E. Perkins, Ella M. Warner, Fannie G. Patten, S. Louella Sweeney, Florence Harlow. *Janitor.* — A. D. Bickford.

## SEVENTH DIVISION.

## COMINS SCHOOL. (BOYS AND GIRLS.)

*Tremont street, corner of Terrace street, Roxbury.*

*Master.* — Myron T. Pritchard. *Sub-Master.* — William H. Martin. *1st Assts.* — Sarah E. Lovell, Mary I. Adams. *2d Asst.* — Almira W. Chamber-

line. *3d Assts.* — Ervinia Thompson, Caroline A. Gragg, Alice A. Sanborn, Jane E. Gormley, Mary E. Crosby, Margaret A. McGuire, Mary L. Williams. *Janitor.* — Michael Gallagher.

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### PRIMARY SCHOOL.

#### PHILLIPS-STREET SCHOOL.

*2d Asst.* — Anna R. McDonald. *4th Assts.* — Sarah E. Haskins, Lizzie P. Brewer, Sarah B. Bancroft, Sabina Egan, Marcella M. Ryan. *Janitor.* — Thomas F. Whalen.

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### DEARBORN SCHOOL. (BOYS AND GIRLS.)

*Dearborn place, Roxbury.*

*Master.* — Charles F. King. *Sub-Master.* — Alanson H. Mayers. *1st Assts.* — Lily B. Atherton, Philena W. Rounseville. *2d Assts.* — Martha D. Chapman, Frances L. Breeden. *3d Assts.* — Catherine M. Lynch, Anne M. Backup, Mary F. Walsh, Ida M. Presby, Abby W. Sullivan, Lizzie M. Wood, Alice W. Emerson, Helen Doherty, Annie V. Hagerty. *Janitor.* — Michael J. Lally.

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### PRIMARY SCHOOLS.

#### YEOMAN-STREET SCHOOL.

*2d Asst.* — Mary A. P. Cross. *4th Assts.* — Susan F. Rowe, Ellen M. Oliver, Mary E. Nason, Ada L. McKean, Louise D. Gage, Kate A. Nason, Alice W. Peaslee, Mary E. Connor. *Janitor.* — James Craig.

#### EUSTIS-STREET SCHOOL.

*2d Asst.* — Mary F. Neale. *4th Assts.* — M. Agnes Murphy, Mary K. Wallace, Emma L. Merrill. *Janitor* — Mrs. Mary Tracy.

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### DILLAWAY SCHOOL. (GIRLS.)

*Kenilworth street, Roxbury.*

*Principal.* — Sarah J. Baker. *1st Assts.* — Jane S. Leavitt, Elizabeth M. Blackburn. *2d Assts.* — Mary G. Whippey, Abby M. Clark. *3d Assts.* — Cordelia C. Torrey, Lydia G. Wentworth, Eliza Brown, Helen C. Mills, Mary S. Sprague, Mary L. Gore, Alice E. Robinson, Ella F. Little. *Janitor.* — Luke Riley.

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### PRIMARY SCHOOLS.

#### BARTLETT-STREET SCHOOL.

*2d Asst.* — Anna M. Balch. *4th Assts.* — Anna M. Stone, Celia A. Seribner, Elizabeth Palmer, Agnes A. Watson. *Janitor.* — Thomas Colligan.

## THORNTON-STREET SCHOOL.

*4th Assts.* — Alice C. Grundel, Mary L. Shepard, Ellen A. Scollin. *Janitor.* — Mrs. Rose Murphy.

## DUDLEY SCHOOL. (Boys.)

*Corner of Dudley and Putnam streets, Roxbury.*

*Master.* — Leverett M. Chase. *Sub-Masters.* — Augustine L. Rafter, Walter A. Robinson. *1st Assts.* — Mary McSkimmon. *2d Asst.* — Harriet E. Davenport. *3d Assts.* — Mary H. Cashman, Ruth H. Brady, Margaret T. Dooley, M. Alice Kimball, Amanda E. Henderson, Edith F. Parry, Ida S. Hammerle, Maria E. Wood, Abby S. Hapgood, Frances Zirngiebel. *Janitor.* — Jonas Pierce.

## PRIMARY SCHOOLS.

## VERNON-STREET SCHOOL.

*2d Asst.* — Alice L. Williams. *4th Assts.* — Mary A. Brennan, Lucy G. M. Card, Mary I. Chamberlin, L. Addie Colligan, Edith Hovey. *Janitor.* — Mrs. Kelley.

## ROXBURY-STREET SCHOOL.

*2d Asst.* — Helen P. Hall. *4th Assts.* — Lizzie F. Johnson, Hattie A. Littlefield, Delia T. Killion, Ella M. Seaverns, Kate F. Lyons, Sarah E. Runrill. *Janitor.* — S. B. Pierce.

## GEORGE PUTNAM SCHOOL. (BOYS AND GIRLS.)

*Seaver street, Roxbury.*

*Master.* — Henry L. Clapp. *1st Asst.* — Katherine W. Huston. *2d Asst.* — Alice E. Farrington. *3d Assts.* — Maria F. Bray, Ellen E. Leach, Annie G. D. Ellis, Emma R. Gragg, Blanche A. Morrill. *Janitor.* — Luke Kelley

## PRIMARY SCHOOL.

## GEORGE PUTNAM SCHOOL, SEAVER STREET.

*2d Asst.* — Julia H. Cram. *4th Assts.* — Amoritta E. Esilman, Ede F. Travis, Annie F. S. Stone, Rosanna L. Rock.

## HUGH O'BRIEN SCHOOL. (BOYS AND GIRLS.)

*Corner of Dudley and Langdon streets, Roxbury.*

*Master.* — John R. Morse. *Sub-Master.* — Abram T. Smith. *1st Assts.* — L. Anna Dudley, Margaret Holmes. *2d Assts.* — Helen F. Brigham, Helen M. Hills. *3d Assts.* — Abbie L. Baker, Ellen F. A. Hagerty, Sarah

H. Hosmer, Sarah W. Loker, Maria L. Mace, Mary J. Mohan, Esther M. Meserve, Katharine J. Keefe, Esther E. McGrath. *Janitor.* — Thomas J. Gill.

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### PRIMARY SCHOOLS.

#### GEORGE-STREET SCHOOL.

*2d Asst.* — Mary M. Sherwin. *4th Assts.* — Abby S. Oliver, Emily M. Pevear, Sarah S. Burrell, Bridget E. Seanlan. *Janitor.* — Samuel S. McLennan.

#### HOWARD-AVENUE SCHOOL.

*2d Asst.* — Elizabeth R. Wallis. *4th Assts.* — Annie W. Ford, Mary W. Currier, Matilda Mitchell, Isabella L. Bissett, Mary F. McDonald. *Janitor.* — Samuel S. McLennan.

#### MOUNT PLEASANT-AVENUE SCHOOL.

*4th Assts.* — Adaline Beal, Eloise B. Wolcott. *Janitor.* — Catherine Dignon.

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### LEWIS SCHOOL. (BOYS AND GIRLS.)

*Corner of Dale and Sherman streets, Roxbury.*

*Master.* — William L. P. Boardman. *Sub-Master.* — Henry B. Hall. *1st Assts.* — Sarah E. Fisher, Alice O'Neil. *2d Assts.* — Amanda Pickering, Ellen M. Murphy. *3d Assts.* — Kate M. Groll, Martha C. Gerry, Mary H. Thompson, Mary E. Howard, Mary E. Very, Grace M. Clark. *Janitor.* — Antipas Newton.

#### QUINCY-STREET SCHOOL.

*3d Assts.* — Grace L. Sherry, Anna F. Bayley.

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### PRIMARY SCHOOLS.

#### WINTHROP-STREET SCHOOL.

*2d Asst.* — Frances N. Brooks. *4th Assts.* — Mary E. Deane, Alice M. Sibley, Edith A. Willey. *Janitor.* — Catherine Dignon.

#### QUINCY-STREET SCHOOL.

*2d Asst.* — Almira B. Russell. *4th Assts.* — Helen Crombie, Isabel Thacher, Blanche L. Ormsby. *Janitor.* — Charles H. Reardon.

#### MUNROE-STREET SCHOOL.

*4th Assts.* — Anna A. Groll, Caroline F. Seaver. *Janitor.* — Mrs. Kirby.

## MARTIN SCHOOL. (BOYS AND GIRLS.)

*Huntington avenue, Roxbury.*

*Master.* — Sylvester Brown. *Sub-Master.* — Edward W. Schuerch. *1st Asst.* — Emily F. Carpenter. *2d Assts.* — Annetta F. Arnes, Nellie W. Leavitt. *3d Assts.* — Jane F. Gilligan, Emma E. Lawrence, Charlotte P. Williams, Grace C. Dillon. *Janitor.* — Thomas M. Houghton.

## PRIMARY SCHOOL.

MARTIN SCHOOL, HUNTINGTON AVENUE.

*4th Assts.* — Fannie D. Lane, Alicia F. McDonald, Lena L. Carpenter.

## EIGHTH DIVISION.

## AGASSIZ SCHOOL. (BOYS.)

*Burroughs street, Jamaica Plain.*

*Master.* — John T. Gibson. *Sub-Master.* — Arthur Stanley. *1st Asst.* — Mary A. Gott. *2d Asst.* — Clara J. Reynolds. *3d Assts.* — Mary E. Stuart, Clara I. Metcalf, Caroline N. Poole, Mary A. Cooke, Alice B. White. *Janitor.* — Adelia Ronan.

## PRIMARY SCHOOL.

THOMAS-STREET SCHOOL.

*2d Asst.* — Caroline D. Putnam. *4th Assts.* — Annie C. Gott, Emma N. Smith, Rosanna Follan. *Janitor.* — Adelia Ronan.

## ALLSTON SCHOOL. (BOYS AND GIRLS.)

*Cambridge street, Allston.*

*Master.* — G. W. M. Hall. *Sub-Master.* — Alexander Pearson. *1st Asst.* — Marion Keith. *2d Assts.* — Sarah F. Boynton, Annie E. Baneroft. *3d Assts.* — Mary F. Child, Eliza F. Blacker, Jessie W. Kelly, Ida F. Taylor, Harriet Rice, Fannie M. Houghton, Margaret C. Hunt, Emily C. Brown. *Janitor.* — Charles McLaughlin.

EVERETT SCHOOL, BRENTWOOD STREET.

*1st Asst.* — Alice A. Swett. *3d Asst.* — Elizabeth C. Muldoon.

## PRIMARY SCHOOLS.

HARVARD SCHOOL, NORTH HARVARD STREET.

*4th Assts.* — Clara B. Hooker, Adelaide C. Williams, Agnes A. Aubin. *Janitor.* — Francis Rogers.

## AUBURN SCHOOL, SCHOOL STREET.

*4th Assts.* — Ella L. Chittenden, Mary J. Cavanagh, Edith S. Wyman, Lydia E. Stevenson. *Janitor.* — Francis Rogers.

## WEBSTER SCHOOL, WEBSTER PLACE.

*2d Asst.* — Emma F. Martin. *4th Assts.* — Anna N. Brock, Helen L. Brown, Gertrude R. Clark. *Janitor.* — Otis D. Wilde.

## BENNETT SCHOOL. (BOYS AND GIRLS.)

*Chestnut Hill avenue, Brighton.*

*Master.* — Henry L. Sawyer. *Sub-Master.* — Edward F. Kimball. *1st Asst.* — Melissa Abbott. *2d Asst.* — Lillian M. Towne. *3d Assts.* — Jennie Bates, Kate McNamara, Helen I. Whittemore, Clara L. Harrington, Mary E. Winn, Rosa S. Havey, Jennie A. Corliss. *Janitor.* — John W. Remmonds.

## PRIMARY SCHOOLS.

## WINSHIP SCHOOL, WINSHIP PLACE.

*2d Asst.* — Charlotte Adams. *4th Assts.* — Fannie W. Carrier, Annie L. Hooker, Emma P. Dana. *Janitor.* — John W. Remmonds.

## OAK-SQUARE SCHOOL.

*4th Assts.* — Annie M. Stickney, Annie Melville. *Janitor.* — J. Q. A. Cushman.

## UNION-STREET SCHOOL.

*4th Asst.* — Margaret L. Scollans. *Janitor.* — John W. Remmonds.

## HOBART-STREET SCHOOL.

*4th Asst.* — Leslie D. Hooper. *Janitor.* — Joseph A. Crossman.

## BOWDITCH SCHOOL. (GIRLS.)

*Green street, Jamaica Plain.*

*Master.* — Charles W. Hill. *1st Assts.* — Amy Hutchins, Elizabeth G. Melcher. *2d Asst.* — Louise P. Arnold. *3d Assts.* — Alice P. Stephenson, Emily H. Maxwell, Alice M. Robinson, Elizabeth L. Stodder, Cora B. Mudge, Nellie I. Lapham. *Janitor.* — S. S. Marrison.

## PRIMARY SCHOOLS.

## HILLSIDE SCHOOL, ELM STREET.

*4th Assts.* — Sarah P. Blackburn, Mary J. Capen, Mary E. Whitney.

## WASHINGTON-STREET SCHOOL, NEAR GREEN STREET.

*4th Assts.* — E. Augusta Randall, Ellen E. Foster. *Janitor.* — Michael Kelly.

## GREEN-STREET SCHOOL.

*4th Assts.* — Margaret E. Winton, Anna M. Call. *Janitor.* — S. S. Mar-  
rison.

## WASHINGTON-STREET SCHOOL.

*4th Assts.* — Mary E. McDonald, Emma L. McDonald.

## CHARLES SUMNER SCHOOL. (BOYS AND GIRLS.)

*Ashland street, Roslindale.*

*Master.* — Artemas Wiswall. *Sub-Master.* — Alarie Stone. *1st Assts.* — Charlotte B. Hall, Maud G. Leadbetter. *2d Assts.* — Angie P. Nutter, Elvira L. Austin. *3d Assts.* — Lena S. Weld, Mary E. Lynch, Alice M. Barton, Celia B. Hallstrom, Josephine A. K. Slayton, Nellie J. Kiggen, Margaret F. Marden, Mary P. Crosby, C. Emma Lincoln, Lotta M. Clark. *Janitor.* — John L. Chenery.

## PRIMARY SCHOOLS.

## FLORENCE-STREET SCHOOL.

*2d Asst.* — S. Louisa Durant. *4th Assts.* — Martha W. Hanley, Katherine W. Coulahan, Mary N. Sherburne, Josephine L. Goddard, Dora M. Leonard. *Janitor.* — Frank Spinnie.

## CANTERBURY-STREET SCHOOL.

*4th Assts.* — Elizabeth Kiggen, Mary E. Roome. *Janitor.* — Ellen Norton.

## WASHINGTON-STREET SCHOOL.

*4th Asst.* — Annie V. Lynch. *Janitor.* — Kate Morrissey.

## CLARENDON-HILLS SCHOOL.

*4th Asst.* — Almira G. Smith. *Janitor.* — Philip Logan

## LOWELL SCHOOL. (BOYS AND GIRLS.)

*310 Centre street, Roxbury.*

*Master.* — Daniel W. Jones. *Sub-Master.* — Edward P. Sherburne. *1st Assts.* — Eliza C. Fisher, Anna L. Hudson. *2d Assts.* — Mary E. Morse, E. Josephine Page. *3d Assts.* — O. Augusta Welch, Bessie L. Barnes, Mary F. Cummings, Susan E. Chapman, Rebecca Coulter, Helen C. Laughlin, Ellen M. Farrell, Anna G. Wells, Sarah A. Lyons, O. Augusta Welch, Mary W. Howard. *Janitor.* — Frank L. Harris.

## PRIMARY SCHOOLS.

## LUCRETIA CROCKER SCHOOL.

*4th Assts.* — Ella T. Howland, Marguerite G. Brett, Lillian S. Hilton, Martha C. McGowan, Flora J. Perry, Carrie A. Waugh, Jane J. Wood, Helen O. Wyman. *Janitor.* — Joseph W. Batchelder.

## WYMAN SCHOOL, WYMAN STREET.

*2d Asst.* — Caroline F. Cutter. *4th Assts.* — Jean B. Lawrence, Fannie B. Wilson, Clara I. Stevens, Georgie L. Hilton. *Janitor.* — Thomas Alchin.

## HEATH-STREET SCHOOL.

*4th Assts.* — Rosa A. Mohan, Ellen C. McDermott, Lizzie F. Fickett. *Janitor.* — Catherine H. Norton.

## NAWN'S BUILDING, CENTRE STREET.

*4th Asst.* — ———. *Janitor.* — Joseph W. Batchelder.

## ROBERT G. SHAW SCHOOL. (BOYS AND GIRLS.)

*Mount Vernon street, West Roxbury.*

*Sub-Master.* — W. E. C. Rich. *2d Asst.* — Emily M. Porter. *3d Assts.* — Frances R. Newcomb, J. Lillian Colson, Jennie M. Jackson, Marian A. McIntyre. *Janitor.* — Robert Dwyer.

## WASHINGTON-STREET SCHOOL, GERMANTOWN.

*1st Asst.* — Achsa M. Merrill.

## PRIMARY SCHOOLS.

## CENTRE-STREET SCHOOL.

*4th Assts.* — Mary C. Richards, Mary Butler, Eliza M. Warren. *Janitor.* — Robert Dwyer.

## BAKER-STREET SCHOOL.

*4th Asst.* — Mary C. Moller. *Janitor.* — William J. Noon.

## WASHINGTON-STREET SCHOOL, GERMANTOWN.

*4th Asst.* — Anna R. French. *Janitor.* — Gottlieb Karcher.

## NINTH DIVISION.

## EDWARD EVERETT SCHOOL. (BOYS AND GIRLS.)

*Sumner street, Dorchester.*

*Master.* — Henry B. Miner. *Sub-Master.* — George M. Fellows. *1st Assts.* — Mary F. Thompson, Henrietta A. Hill. *2d Assts.* — Emma M. Savil,

Clara J. Doane. *3d Assts.* — Anna M. Foster, Abbie E. Wilson, Harriet A. Darling, L. Cora Morse, Gertrude Goodwin, Agnes G. Wright, Kate Stanley. *Janitor.* — Lawrence Connor.

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## PRIMARY SCHOOLS.

EDWARD EVERETT SCHOOL, SUMNER STREET (*old building*).

*2d Asst.* — Florence N. Sloane. *4th Assts.* — Kittie Wark, Fannie Frizzell, C. Margaret Browne. *Janitor.* — Lawrence Connor.

DORCHESTER-AVENUE SCHOOL, CORNER HARBOR VIEW STREET.

*4th Assts.* — Cora L. Etheridge, Caroline D. Bere. *Janitor.* — Mrs. M. A. Regan.

SAVIN HILL-AVENUE SCHOOL.

*4th Assts.* — Lucy G. Flusk, M. Rosalia Merrill. *Janitor.* — Henry Randolph.

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## GIBSON SCHOOL. (BOYS AND GIRLS.)

*Columbia street, Dorchester.*

*Master.* — William E. Endicott. *1st Asst.* — Ida L. Boyden. *2d Asst.* — Fidelia A. Adams. *3d Assts.* — Charlotte E. Andrews, Annie H. Pitts, Jessie C. Fraser. *Janitor.* — Thomas Shattuck.

OLD GIBSON SCHOOL, SCHOOL STREET.

*Sub-Master.* — William R. Morse. *3d Assts.* — Ellen L. Pratt, Emily A. Evans.

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## PRIMARY SCHOOLS.

OLD GIBSON SCHOOL, SCHOOL STREET.

*4th Assts.* — E. Louise Brown, Ellen A. Brown, Bessie C. Jones. *Janitor.* — George L. Chessman.

ATHERTON SCHOOL, COLUMBIA STREET.

*4th Assts.* — Annie C. McFarland, Katie L. Pierce. *Janitor.* — Thomas Shattuck.

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## HARRIS SCHOOL. (BOYS AND GIRLS.)

*Corner of Adams and Mill streets, Dorchester.*

*Master.* — N. Hosea Whittemore. *1st Asst.* — Emma F. Simmons. *2d Asst.* — L. Gertrude Howes. *3d Assts.* — M. Ella Tuttle, Almy C. Plummer, Charlotte A. Powell, Cora I. Young. *Janitor.* — John Buckpitt.

DORCHESTER-AVENUE SCHOOL.

*3d Asst.* — Annie B. Drowne.

## PRIMARY SCHOOLS.

## HARRIS SCHOOL, ADAMS STREET.

*4th Assts.* — Elizabeth A. Flint, Ida F. Kendall, Mary Polk.

## DORCHESTER-AVENUE SCHOOL.

*2d Asst.* — Mary Waterman. *4th Assts.* — Alice M. Murphy, Bertha F. Cudworth, Louise Robinson. *Janitor.* — John Buckpitt.

## HENRY L. PIERCE SCHOOL. (BOYS AND GIRLS.)

*Thetford avenue, corner of Evans street, Dorchester.*

*Sub-Master.* — Horace W. Warren. *1st Asst.* — Mary E. Mann. *2d Asst.* — Lizzie C. Estey. *3d Assts.* — Lucina Dunbar, Anna H. Farrar, Helen A. Woods, Mary L. Merriek, Anna K. Barry. *Janitor.* — Timothy Donahoe.

## BAILEY-STREET SCHOOL.

*Sub-Master.* — Charles C. Haines. *2d Asst.* — Annie A. Webster. *3d Assts.* — Annie S. Coffey, Elizabeth L. B. Stearns. *Janitor.* — Timothy Donahoe.

## PRIMARY SCHOOLS.

## CHAPEL, CORNER STANTON AVENUE AND EVANS STREET.

*4th Asst.* — Elinor F. Decatur, Anna B. Badlam. *Janitor.* — Arthur C. Downs.

## 100 ARMANDINE STREET.

*4th Asst.* — Louise L. Carr. *Janitor.* — Timothy Donahoe.

## 122 ARMANDINE STREET.

*4th Assts.* — Florence C. Pond, Keziah J. Anslow.

## BAILEY-STREET SCHOOL.

*4th Asst.* — Helen F. Burgess.

## MATHER SCHOOL. (BOYS AND GIRLS.)

*Meeting-House Hill, Dorchester.*

*Master.* — Edward Southworth. *Sub-Master.* — Loea P. Howard. *1st Assts.* — J. Annie Bense, Marietta S. Murch. *2d Assts.* — Mary B. Corr, Annie L. Bennett. *3d Assts.* — Lucy J. Dunnels, Charlotte L. Voigt, M. Esther Drake, Mary E. Nichols, Elenora R. Clare, Carrie F. Parker, Clara G. Hinds. Isabel W. Davis. *Janitor.* — Benjamin C. Bird.

## PRIMARY SCHOOLS.

## OLD MATHER SCHOOL, MEETING-HOUSE HILL.

*2d Asst.* — Ada K. Richards. *4th Assts.* — Ella L. Howe, Elizabeth Donaldson, Elizabeth C. White, Lena Le V. Dutton, Clara A. Jordan, Josephine W. Greenlaw, Elizabeth M. Grant. *Janitor.* — Benjamin C. Bird.

## QUINCY-STREET SCHOOL.

*4th Assts.* — Florence J. Bigelow, Ina F. Cook. *Janitor.* — Mary Leary.

## OLD ALMSHOUSE.

*4th Assts.* — Mary E. Bradley, Alice L. Reinhard. *Janitor.* — Cyrus Grover.

## MINOT SCHOOL. (BOYS AND GIRLS.)

*Walnut street, Dorchester.*

*Master.* — Joseph T. Ward, jr. *1st Asst.* — Gertrude P. Davis. *2d Asst.* — Kate M. Adams. *3d Assts.* — Mary E. Glidden, Sophia W. French, Annie H. Gardner, Ellen M. S. Treadwell. *Janitor.* — George P. Phillips.

## PRIMARY SCHOOL.

## MINOT SCHOOL, WALNUT STREET.

*2d Asst.* — Kate S. Gunn. *4th Assts.* — S. Maria Elliott, Annie T. Kelley, Edna A. Hill.

## STOUGHTON SCHOOL. (BOYS AND GIRLS.)

*River street, Lower Mills.*

*Master.* — Edward M. Lancaster. *1st Asst.* — Elizabeth H. Page. *3d Assts.* — Caroline F. Melville, Clara A. Brown, Cornelia M. Collamore, Esther S. Brooks, Anna M. McMahon. *Janitor.* — M. Taylor.

## PRIMARY SCHOOLS.

## STOUGHTON SCHOOL, RIVER STREET.

*4th Assts.* — Carrie M. Watson, Gertrude L. Howard, H. Adelaide Sullivan.

## ADAMS-STREET SCHOOL.

*4th Asst.* — Edith M. Martine. *Janitor.* — Ellen James.

## TILESTON SCHOOL. (BOYS AND GIRLS.)

*Norfolk street, Mattapan.*

*Sub-Master.* — Hiram M. George. *3d Assts.* — Martha A. Baker, Ida T. Weeks. *Janitor.* — Peter Cook.

## PRIMARY SCHOOL.

TILESTON SCHOOL, NORFOLK STREET.

*4th Assts.* — Elizabeth S. Fisher, Elizabeth K. Shea.

## KINDERGARTENS.

NORMAL SCHOOL, Appleton street. *Principal.* — Mabel Hooper. *Assistant.* — Ada C. Williamson.

## FIRST DIVISION.

ADAMS DISTRICT, ADAMS SCHOOL. *Principal.* — Cora E. Bigelow. *Assistant.* — Helen J. Morris.

CHAPMAN DISTRICT, TAPPAN SCHOOL. *Principal.* — Jennie L. Waterbury. *Assistant.* — Martha Currier.

EMERSON DISTRICT, NOBLE SCHOOL. *Principal.* — Lelia A. Flagg. *Assistant.* — Bertha M. Smith.

LYMAN DISTRICT, WEBB SCHOOL, Porter street. *Principal.* — Flora S. McLean.

## SECOND DIVISION.

HARVARD DISTRICT, COMMON-STREET SCHOOL. *Principal.* — Sallie Bush. *Assistant.* — Elizabeth E. Henchey.

PRESCOTT DISTRICT, POLK-STREET SCHOOL. *Principal.* — Daisy G. Dame. *Assistant.* — Phebe A. DeLande.

## THIRD DIVISION.

BOWDOIN DISTRICT, SHARP SCHOOL, Anderson street. *Principal.* — Serena J. Frye. *Assistant.* — Sarah E. Kilmer.

ELIOT DISTRICT, 39 North Bennet street. *Principal.* — Mary C. Peabody. *Assistant.* — Edith H. Kummer. *Principal.* — Isabel G. Dame. *Assistant.* — Ellen M. Murphy.

HANCOCK DISTRICT, CUSHMAN SCHOOL, Parmenter street. *Principal.* — Anne L. Page. *Assistant.* — Gertrude L. Chamberlain.

HANCOCK DISTRICT, 64 North Margin street. *Principal.* — Anna Spooner. *Assistant.* — Eliza A. Maguire.

PHILLIPS DISTRICT, BALDWIN SCHOOL, Chardon court. *Principal.* — Ida A. Noyes. *Assistant.* — Hattie M. Holden.

WELLS DISTRICT, WINCHELL SCHOOL, Blossom street. *Principal.* — Ellen Gray. *Assistant.* — Mae K. Pillsbury.

## FOURTH DIVISION.

BRIMMER DISTRICT, Warrenton street. *Principal.* — Lucy H. Symonds. *Assistant.* — Etta D. Morse.

PRINCE DISTRICT, NORMAL ART SCHOOL. *Principal.* — Harriet A. Neil. *Assistant.* — Gertrude L. Kemp.

QUINCY DISTRICT, HUDSON-STREET SCHOOL. *Principal.* — Adelaide B. Camp. *Assistant.* — Mary A. Fruean.

WINTHROP DISTRICT, STARR KING SCHOOL. *Principal.* — Mary T. Mears. *Assistant.* — Caroline M. Burke.

## FIFTH DIVISION.

DWIGHT DISTRICT, RUTLAND-STREET SCHOOL. *Principal.* — Emma L. Alter. *Assistant.* — Eleanor P. Gay.

EVERETT DISTRICT, EVERETT SCHOOL. *Principal.* — Clara L. Hunting. *Assistant.* — Louisa M. Davis.

FRANKLIN DISTRICT, COOK SCHOOL, Groton street. *Assistant.* — Lucy Kummer.

HYDE DISTRICT, RUGGLES-STREET SCHOOL. *Principal.* — Caroline E. Josselyn. *Assistant.* — Hetty B. Row.

HYDE DISTRICT, WALPOLE-STREET SCHOOL. *Principal.* — Caroline E. Carr. *Assistant.* — Ada L. Peabody.

## SIXTH DIVISION.

LAWRENCE DISTRICT, HOWE SCHOOL, Fifth street. *Principal.* — Emilie F. Bethmann. *Assistant.* — Frances H. Thompson.

SHURTLEFF DISTRICT, SHURTLEFF SCHOOL. *Principal.* — Caroline C. Voorhees. *Assistant.* — Edith C. Gleason.

THOMAS N. HART DISTRICT, THOMAS N. HART SCHOOL. *Principal.* — Frieda M. Bethmann. *Assistant.* — Minnie G. Abbott.

## SEVENTH DIVISION.

COMINS DISTRICT, COTTAGE-PLACE SCHOOL. *Principal.* — Anna E. Marble. *Assistant.* — Annie S. Burpee.

COMINS DISTRICT, SMITH-STREET SCHOOL. *Principal.* — Caroline D. Aborn. *Assistant.* — Ellen M. Fiske.

DEARBORN DISTRICT, YEOMAN-STREET SCHOOL. *Principal.* — Mary T. Hale. *Assistant.* — Mabel McQ. Winslow.

DILLAWAY DISTRICT, BARTLETT-STREET SCHOOL. *Principal.* — Emily B. Stodder. *Assistant.* — Mabel S. Apollonio.

GEORGE PUTNAM DISTRICT, GEORGE PUTNAM SCHOOL. *Principal.* — Elizabeth Watson.

LEWIS DISTRICT, QUINCY-STREET SCHOOL. *Principal.* — Ellen L. Sampson. *Assistant.* — Gertrude A. Rausch.

## EIGHTH DIVISION.

ALLSTON DISTRICT, ALLSTON SCHOOL. *Principal.* — Helena P. Stacy.

BENNETT DISTRICT, UNION-STREET SCHOOL. *Principal.* — C. Mabel Rust. *Assistant.* — Kate A. Ducklee.

BOWDITCH DISTRICT, Green street, Jamaica Plain. *Principal.* — Angie P. Towne. *Assistant.* — Esther F. McDermott.

## NINTH DIVISION.

MATHER DISTRICT, Field's Corner. *Principal*. — Julia F. Baker. *Assistant*. — Grace H. Mather.

MINOT DISTRICT, Neponset. *Principal*. — Jennie B. Brown. *Assistant*. — Mary B. Morse.

STOUGHTON DISTRICT, River street. *Principal*. — Alice D. Hall. *Assistant*. — Bertha F. Cushman.

## SPECIAL SCHOOLS.

## HORACE MANN SCHOOL FOR THE DEAF.

*Newbury street.*

*Principal*. — Sarah Fuller. *1st Asst.* — Ella C. Jordan. *Assts.* — Kate D. Williams, Mary F. Biglow, Sarah A. Jordan, Elsa L. Hobart, Florence E. Leadbetter, Ida H. Adams, Sallie B. Tripp, Kate F. Hobart, Mabel E. Adams. *Janitor*. — Daniel H. Gill. *Asst. Janitor*. — Adrianna Young.

## MANUAL TRAINING SCHOOLS.

## OLD ROXBURY HIGH SCHOOL, KENILWORTH STREET.

*Instructor*. — Frank M. Leavitt. *Assts.* — Ella G. Smith, Edith A. Pope.

## E. STREET, SOUTH BOSTON.

*Instructor*. — Frank W. Kendall. *Assts.* — Isabel Shove, Grace J. Freeman.

## LYMAN SCHOOL, EAST BOSTON.

*Asst.* — Celia B. Hallstrom.

## NORTH BENNETT-STREET SCHOOL.

*Instructor*. — Benjamin F. Eddy. *Asst.* — Edwin E. McCready.

## HORACE MANN SCHOOL.

*Asst.* — J. Hennan Trybom.

## COOKING SCHOOLS.

*Principal of Cooking Schools*. — Amabel G. E. Hope.

*Instructors*. — Althea W. Somes, Hattie I. Davis, Julia M. Murphy, Josephine Morris, Ellen L. Duff, Mary C. Mitchell, Angeline M. Weaver, Emeline E. Torrey, Mary A. Tilton.

## SCHOOL ON SPECTACLE ISLAND.

*Instructor*. — Nellie C. Strout.

TRUANT-OFFICERS.

The following is the list of the Truant-Officers, with their respective districts :

OFFICERS.	SCHOOL DISTRICTS.
George Murphy, <i>Chief</i> .	
C. E. Turner.....	Adams, Chapman, Emerson, and Lyman.
Charles S. Woodfindale.....	Bunker Hill, Frothingham, Harvard, Prescott, and Warren.
James P. Leeds .....	Eliot and Hancock.
George M. Felch .....	Bowdoin, Phillips, Prince, and Wells.
Richard W. Walsh.....	Brimmer, Quincy, and Winthrop.
A. M. Leavitt .....	Dwight, Everett, Franklin, and Rice.
Warren A. Wright.....	Lawrence and Norcross.
James Bragdon.....	Gaston, Lincoln, and Thomas N. Hart.
Jeremiah M. Swett .....	Hugh O'Brien, Edward Everett, and Mather.
William B. Shea .....	Gibson, Harris, Henry L. Pierce, Minot, Stoughton, and Tileston.
Frank Hasey.....	Dearborn, Lewis, and George Putnam.
Henry M. Blackwell .....	Dudley, Dillaway, and Lowell.
Daniel J. Sweeney.....	Comins, Martin, Hyde, and Sherwin.
Warren J. Stokes .....	Agassiz, Bowditch, Charles Sumner, and Robert G. Shaw.
H. F. Ripley.....	Allston and Bennett.
Amos Schaffer .....	John A. Andrew, Bigelow, and Shurtleff.

*Truant-Office, 12 Beacon street.*

Office-hours from 1 to 2 P.M.



ROSTER  
OF THE  
BOSTON SCHOOL REGIMENT.

1892.



# BOSTON SCHOOL REGIMENT.

GEN. HOBART MOORE, INSTRUCTOR IN MILITARY DRILL.

## ROSTER, 1891-92.

*Colonel.* — H. R. Morse. (English High School.)

*Lieutenant-Colonel.* — Geo. C. Hollister. (Latin School.)

### FIRST BATTALION. (English High School.)

*Major.* — W. C. Holman.

*Adjutant.* — Robert Seaver.

*Quartermaster.* — E. B. Spinney, jr.

*Sergeant-Major.* — A. W. Moore.

COMPANY A. — *Captain.* — G. W. Dunklee; *First Lieutenant.* — W. G. Lincoln; *Second Lieutenant.* — J. B. W. Day.

COMPANY B. — *Captain.* — H. H. Yost; *First Lieutenant.* — A. P. Chittenden; *Second Lieutenant.* — W. R. Fisher.

COMPANY C. — *Captain.* — M. J. Shine; *First Lieutenant.* — W. H. Spokesfield; *Second Lieutenant.* — N. W. Robinson.

COMPANY D. — *Captain.* — Samuel Fine; *First Lieutenant.* — C. C. Rothfuchs; *Second Lieutenant.* — A. M. Ammidown.

COMPANY E. — *Captain.* — W. R. Parker; *First Lieutenant.* — S. J. Strauss; *Second Lieutenant.* — J. P. Foster.

COMPANY F. — *Captain.* — J. B. Hayward; *First Lieutenant.* — A. L. Dacy; *Second Lieutenant.* — F. G. Bailey.

COMPANY G. — *Captain.* — H. A. Sherman; *First Lieutenant.* — P. W. Litchfield; *Second Lieutenant.* — Simon Richmond.

COMPANY H. — *Captain.* — H. O. Chandler; *First Lieutenant.* — F. W. Putnam; *Second Lieutenant.* — H. B. Tower.

## SECOND BATTALION.

*Major.* — W. Bond. (East Boston High School.)

*Adjutant.* — F. A. Dewick. (Dorchester High School.)

*Quartermaster.* — E. B. Caldwell. (Charlestown High School.)

*Sergeant-Major.* — W. P. Tilton. (Roxbury High School.)

COMPANY A. (Roxbury High School.) — *Captain.* — O. Oslen; *First Lieutenant.* — G. M. Good; *Second Lieutenant.* — W. R. Kenney.

COMPANY B. (Dorchester High School.) — *Captain.* — W. S. Foster; *First Lieutenant.* — F. A. Gaskins; *Second Lieutenant.* — C. E. Page.

COMPANY C. (Roxbury High School.) — *Captain.* — S. Clough; *First Lieutenant.* — W. H. Smith; *Second Lieutenant.* — A. B. Elliott.

COMPANY D. (Dorchester High School.) — *Captain.* — G. J. Donahoe; *First Lieutenant.* — Joseph Young; *Second Lieutenant.* — H. F. Reinhardt.

COMPANY E. (Charlestown High School.) — *Captain.* — L. K. Sager; *First Lieutenant.* — T. E. Williams; *Second Lieutenant.* — D. P. Sawyer;

COMPANY F. (Brighton High School.) — *Captain.* — L. Costello; *First Lieutenant.* — W. F. Crocker; *Second Lieutenant.* — A. E. Raymond.

COMPANY G. (West Roxbury High School.) — *Captain.* — W. H. Kellerher; *First Lieutenant.* — R. B. Wetherbee; *Second Lieutenant.* — W. R. Haskell.

COMPANY H. (East Boston High School.) — *Captain.* — E. R. Elder; *First Lieutenant.* — W. Dilloway; *Second Lieutenant.* — C. A. Alden.

COMPANY I. (East Boston High School.) — *Captain.* — C. M. Campbell; *First Lieutenant.* — H. R. Wellington; *Second Lieutenant.* — W. H. Gallaher.

COMPANY K. (Charlestown High School.) — *Captain.* — C. R. Greene; *First Lieutenant.* — E. Scott; *Second Lieutenant.* — J. D. Stewart.

COMPANY L. (Roxbury High School.) — *Captain.* — W. F. Cotton; *First Lieutenant.* — H. E. Libby; *Second Lieutenant.* — C. H. Weeber.

COMPANY M. (Roxbury High School.) — *Captain.* — D. F. Spinney; *First Lieutenant.* — A. T. Paddock; *Second Lieutenant.* — John Connors.

## THIRD BATTALION. (Latin School.)

*Major.* — Howland Twombly.

*Adjutant.* — William B. Williams.

*Quartermaster.* — Louis A. Freedman.

*Sergeant-Major.* — Archie C. Holway.

*Drum Corps, Second Sergeant.* — Charles H. Hovey.

COMPANY A. *Captain.* — Frederick B. Tower; *First Lieutenant.* — John C. Hollister; *Second Lieutenant.* — John C. S. Andrew.

COMPANY B. — *Captain.* — James Hewins; *First Lieutenant.* — Sumner Blakemore; *Second Lieutenant.* — Thomas L. Robinson.

COMPANY C. — *Captain*. — John C. Adams; *First Lieutenant*. — Marshall B. Evans; *Second Lieutenant*. — Frederick P. Gay.

COMPANY D. — *Captain*. — William A. Wood; *First Lieutenant*. — Henry S. Johnson; *Second Lieutenant*. — Samuel J. McDonald.

COMPANY E. — *Captain*. — Thomas H. Russell; *First Lieutenant*. — David Townsend; *Second Lieutenant*. — Fred P. Miller.

COMPANY F. — *Captain*. — James D. Small; *First Lieutenant*. — Charles L. Storts; *Second Lieutenant*. — John M. Meserve.

COMPANY G. — *Captain*. — Henry F. Knight; *First Lieutenant*. — Henry M. Fiske; *Second Lieutenant*. — Lincoln F. Sise.

COMPANY H. — *Captain*. — Frank E. Parker; *First Lieutenant*. — Rogers Dow; *Second Lieutenant*. — Rufus B. Sprague.

#### FOURTH BATTALION. (English High School.)

*Major*. — B. F. Russell.

*Adjutant*. — R. P. Angier.

*Quartermaster*. — P. E. Cadue.

*Sergeant-Major*. — S. L. Silverman.

COMPANY A. — *Captain*. — R. F. Hosford; *First Lieutenant*. — D. A. Clay; *Second Lieutenant*. — G. H. Ochs.

COMPANY B. — *Captain*. — C. B. Humphreys; *First Lieutenant*. — E. H. Moseley; *Second Lieutenant*. — H. S. Dunklee.

COMPANY C. — *Captain*. — C. M. Larrabee; *First Lieutenant*. — R. C. Chittenden; *Second Lieutenant*. — C. G. Heald.

COMPANY D. — *Captain*. — J. C. Johnson; *First Lieutenant*. — C. S. Barry; *Second Lieutenant*. — J. A. Sheehan.

COMPANY E. — *Captain*. — B. C. Tower; *First Lieutenant*. — S. F. Wise; *Second Lieutenant*. — A. M. Horne.

COMPANY F. — *Captain*. — W. O. Bullock; *First Lieutenant*. — F. J. Williams; *Second Lieutenant*. — H. C. Hartwell.

COMPANY G. — *Captain*. — Walter Humphreys; *First Lieutenant*. — M. L. Ingalls; *Second Lieutenant*. — C. S. Champney, jr.

COMPANY H. — *Captain*. — J. C. Morse; *First Lieutenant*. — F. B. Cherrington; *Second Lieutenant*. — F. S. Coburn.

#### DRUM CORPS.

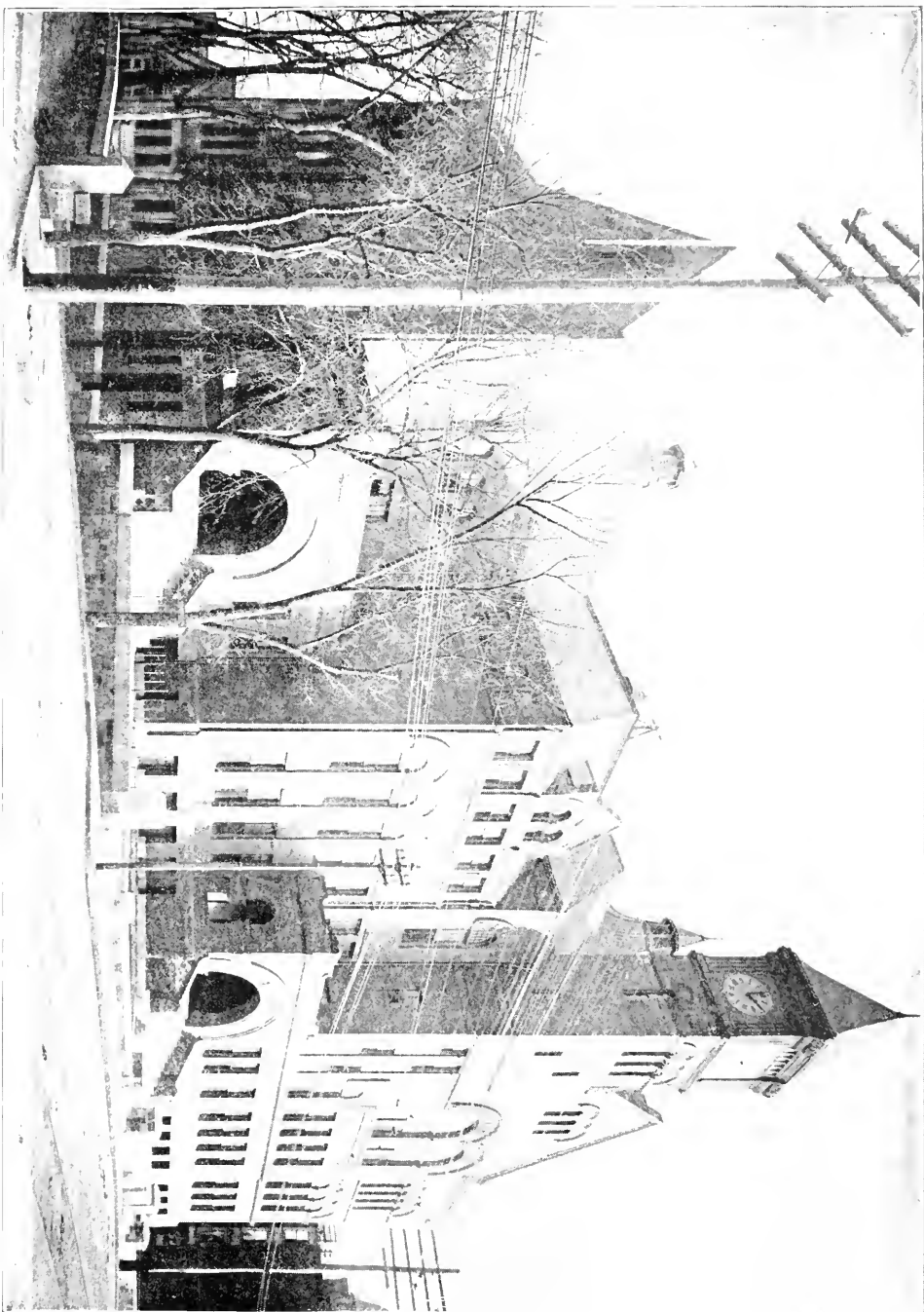
*Drum Major*. — A. C. Brown.

*First Sergeant*. — W. M. Bogart.



DEDICATION  
OF THE  
ROXBURY HIGH SCHOOL-HOUSE.





ROXBURY HIGH SCHOOL-HOUSE.





Plan of First Floor.







## ROXBURY HIGH SCHOOL-HOUSE.

The new building for the Roxbury High School, situated on the corner of Warren street and Walnut avenue, was dedicated Friday, April 1, 1892. at half-past seven o'clock. P.M. The exercises were under the direction of the Committee on High Schools of the Boston School Board, consisting of Charles M. Green, M.D., Chairman, Hon. Charles T. Gallagher, Mr. Simon Davis, William A. Dunn, M.D., and Mr. Benjamin B. Whittimore.

The exercises opened with a prayer by Rev. William H. Lyon.

Beethoven's "The Skies Resound" was sung by the school choir, after which Hon. Charles T. Gallagher, President of the School Committee, delivered the following address :

### ADDRESS OF HON. CHARLES T. GALLAGHER.

*Ladies and Gentlemen, and Students of the Roxbury High School :* I learned with surprise, within an hour past, that my name had been placed upon your programme to deliver an address. As I do not intend that my few words shall be dignified by that term, an explanation is due to you, showing my connection with these exercises of dedication. My purpose in being here is simply as President of the School Committee, to form a humble link in the chain which bears the pendant gem that forms one of that brilliant cluster, the educational system of Boston; the light of which is diffused throughout the length and breadth of our land, and whose influence is felt even abroad.

In the building of a school-house, the various departments that have to do with it from first to last will represent the figure used; for the land in this case was purchased by the City Council, — although at

present the School Committee have the right to purchase after the City Council has appropriated enough money with which to buy, — and after the approval of His Honor the Mayor, the City Architect began the construction of the edifice, and when he completed his work through his sub-contractors, the Superintendent of Public Buildings placed in the building the proper furniture and fixtures, and then the building was accepted by the School Committee; and I stand to-night as the representative of the School Committee, and having received this magnificent school building with all its appurtenances, it is my duty to refer this building, like any other High School matter, to the Committee on High Schools. The reference of the building to the High School Committee consists in the symbolical delivery to its representative of the keys of the building, he to transmit them to the master in charge. When this has been done the building will be completely and fully dedicated to the noble work for which it was erected.

But, in addition to this mere performance of my duty, I desire to express to you, in behalf of the School Committee, a cordial welcome to these ceremonies of dedication. Many of you are graduates of the old Roxbury High School, others have children now in the school, and all are interested in the success of this school and the welfare of Boston's educational system, of which we are all so justly proud.

It is not my purpose to make any extended remarks, but I will leave it to that graduate of this school, who is so well known and dear to your hearts, and who, if the people of Roxbury had had their way, would be here to-day in the position of chief magistrate rather than as the historian of the occasion, to deliver the principal address. You may all feel justly proud of our friend, Mr. Allen, not only for his valuable public services, representing your section of the city, but especially for his zeal in the cause of public education, and no department of Boston's government recognizes or appreciates more his services than our School Committee; and I take this opportunity to express, in behalf of the committee, our warm appreciation and thanks for the services which he has rendered in his various official positions whenever the needs of our schools have been called to his attention.

I now take pleasure in handing to Mr. Whittemore, acting in the absence of Dr. Green, as Chairman of the High School Committee, these keys, representing the custody of this grand building. You, Mr. Whittemore, in your turn, will present them to the master in charge, and he will transfer them to his successor in office, or return them to the representative of the School Committee. I do this with full confidence that our hopes for future years will be more than realized in his administration of this important office.

At the close of the address of Mr. Gallagher a selected choir from the Glee Club sang "Lovely Daisy." Mr. Benjamin B. Whittemore then delivered the following address :

ADDRESS OF MR. BENJAMIN B. WHITTEMORE.

*Mr. President:* On behalf of the High School Committee I accept these keys, and in so doing desire to congratulate the citizens of Roxbury, the parents and friends here present, and the teachers and students of the school, on the magnificent building, which we dedicate this evening, and which has been generously provided by the city of Boston for the use of the Roxbury High School. I regret exceedingly that the Chairman of our committee, Dr. Green, is prevented by indisposition from occupying his official position on this interesting occasion, and that I am called upon at the last moment, without preparation, to take his place.

Turning to Mr. Clay, the head-master of the school, Mr. Whittemore continued :

*Mr. Clay:* As the representative of the High School Committee, I take great pleasure in committing to your care the keys of this edifice, which you will faithfully guard during your administration, and turn over to your successor in office. The High School Committee will hereafter regard with great solicitude the fortunes of your school, and will feel the utmost confidence that the educational work here done will be worthy of the generous quarters you are permitted to occupy. We trust that you and your associates and the pupils in your charge will enjoy the privileges to the fullest extent.

RESPONSE OF MR. CHARLES M. CLAY.

*Mr. Chairman:* I accept these keys with thankfulness, yet with hesitation, realizing alike the honor the gift confers and the responsibility it entails.

Happy indeed is the lot of the teacher who finds his committee discriminating and sympathizing friends rather than censors. Such I have found you, and 'tis your fostering care that has made possible this occasion.

I should do wrong if I failed to give credit here and now to those to whom we are especially indebted for this magnificent building. Without invidious distinction, where all were so helpful, I yet think

special thanks are due to Mr. Nathan G. Smith, of the Board of Aldermen, and Mr. Horace G. Allen, of the Common Council.

Always patient, interested, self-sacrificing, they subordinated everything else to the interests of the Roxbury High School, and their wise management and energetic and able championship saved us often from wreck, and brought the whole to a successful issue. Every friend of the Roxbury High School owes them a debt of gratitude.

As for the building, what shall we say of it? Here it stands; you can judge for yourselves; it needs no encomium.

The architecture may impress you as being rather of the composite order. But that seems to me eminently fitting. We are a composite people made up of many nations. Boston is a composite city, consolidated from many suburbs. The foundations of the building stand upon your own conglomerate rock, and within its walls are gathered pupils from twenty-one different grammar schools, and of ten different nationalities. What more natural, then, than that under three different city governments, four different city architects should vie with one another each to leave his mark upon it, albeit with a somewhat composite effect! Internally, I am happy to say, it is as good as it looks to be, and teachers and pupils are alike grateful for such a beautiful, well-equipped workshop.

If I rightly interpret the tendency of the times, it is decidedly away from too many studies for the pupil, too many pupils to a teacher, or too large a horde of pupils under one roof or one management, although this is an age of "trusts" and consolidations. Our last war taught us that, oft-times, a splendid colonel of a regiment is spoiled in trying to make a brigadier-general, and a passable division commander utterly fails as commander of an army.

We are told, too, that ninety-six per cent. of business men fail some time in their lifetime, more than one-half of them because they try to expand their business beyond their financial or intellectual capacity.

Right here we ought to learn a valuable lesson. School-teachers, also, have their limitations, and there is a point beyond which they cannot go to advantage or even with safety. The value and strength of a teacher lie mainly in personal influence, and when his school exceeds six hundred, at most, the element of personality is eliminated from his work, and he becomes a superintendent and no longer a teacher.

For this reason, among others, this building has been planned for five hundred fifty pupils, and next year will probably see it full. What then? Shall we imperil its perfect ventilation or hamper its efficiency by trying to overcrowd it beyond its capacity? Let us one and all protest against it.

It seems to me that this is the time and place to say — though I find it

takes a good deal of courage to say it — that, if Roxbury continues to grow at anywhere near her present rate of increase, she will need, and ought to have, another new high school building within five years.

Ask any financier which demands the greater ability, — to make a splendid fortune from humble beginnings, or to keep it intact after you have once won it, and he will unhesitatingly say, “To keep it.”

We have our fine building and nearly full school. Are we going to be able to keep them without deterioration? Parents, we must look to you for the answer to that question, for it depends mainly upon you.

I am glad to bear witness here that the teachers are doing their part. One can not see them at their daily work, as I do, without being impressed with their earnestness, their fidelity, their ability and fitness for their work, and their self-sacrificing devotion at all times to the good of their school. Whatever there is in the Roxbury High School to praise is due to them. You ought to be proud of them, and I am sure you are. But without your support and approval their best efforts must fail.

May we not confidently expect it? We believe this to be the finest school building in New England. Help us to make it also the finest school.

We dedicate this building, to-night, to the physical, mental, and moral development of your children, — sound bodies, trained minds, and upright characters. For this we invoke your aid. To this we pledge our best efforts, accepting as our guide Coleridge's advice:

“O'er wayward children would'st thou hold firm rule,  
And sun thee in the light of happy faces?  
Love, Hope, Patience, — these must be thy graces;  
And in thine own heart let them first keep school.”

At the conclusion of Mr. Clay's address the following Dedication Ode was sung by the school choir:

#### DEDICATION ODE.

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Written for the occasion by MRS. MARY ELIZABETH BLAKE.

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HERE is the shrine of liberty!  
Wherein her altar fires shall flame,  
And light for ages yet to be  
The wond'rous glory of her name.

Within these portals wide and fair  
 Are set the tables of thy law;  
 And nourished in this purer air,  
 Her soul shall know nor dread nor flaw.

For not in weight of gold or steel,  
 In armed ranks that serried stand,  
 Is set the strong and living seal  
 To bind and hold our native land.

But here, where lips with wisdom fraught  
 Shall make for youth the future clear,  
 With kindling power of lofty thought,  
 With holy love and holier fear.

Till truth and justice shine undimmed,  
 Till bigot strife on earth shall cease,  
 And in one perfect strain is hymned  
 The force of right, the strength of peace.

Mr. Whittemore introduced Mr. Horace G. Allen, who delivered the following dedicatory address:

#### ADDRESS OF MR. HORACE G. ALLEN.

To-day we dedicate a monument to American civilization. An occasion of satisfaction to every American citizen, and one fortunately not rare at the present time. The event is being duplicated almost every day in some State of the Union; and yet this dedication is of peculiar interest to Boston, and particularly to old Roxbury. To-day we devote to its intended use the most modern public-school building in Massachusetts, and, with one exception, the most expensive in Boston. All that advanced thought, experience, and trial could suggest has been embodied in its construction, and we point to it with pride, as a model institution of its kind. Yet to the average citizen its existence is considered a matter of course. In these enlightened days of the nineteenth century nothing is too dearly produced which adds to the glory or effectiveness of our public-school system. It is the one thing above all others which tends toward good and effective government, by the education and elevation of the masses; the institution offering and providing advantages to all, with absolute impartiality.

As we to-day find ourselves surrounded by innumerable school buildings and scores of faithful and efficient teachers, together constituting

the necessary machinery of the great system, we rarely stop to consider and examine the nature of the seed, the fruition of which we are now enjoying. Let us glance for a moment at the early history of Roxbury and the free schools within its borders. We date the incorporation of the town of Roxbury from the time it was first taxed for the support of military teachers, in September, 1630. Settled, as were the surrounding towns, by hardy, industrious, God-fearing Puritans, it has slowly but steadily grown. It is hard to realize at the present day the hardships borne and overcome. While escaping the necessities, sufferings, and horrors of Indian warfare, by what was considered at that time a providential pestilence, which swept away a large portion of the Indian population of the State, they were subjected to the distress resulting from the bitterness of the winters, the want of proper protection, and the scarcity of food, and withstood it in such a manner as to command the admiration of all succeeding generations. Richly indeed they deserved the praise contained in the statement of an early writer: "God sifted three kingdoms that he might send over choice grain into the wilderness."

That the red man rarely receives an exorbitant value for his land from the white settler may now be termed an American maxim, and seems to have been in the minds of Joseph Dudley and William Stoughton, the agents of the town, who purchased the entire native right to the territory for ten pounds sterling. One of two things must be true: either that these gentlemen had great powers of persuasion with the Indian, or that they were inclined to believe, with Governor Andros, that the "signatures of Indians to title deeds were of no more worth than the scratch of a bear's paw."

In spite of privation and disease, such was the progress made by the thrift, indomitable will, and persistent industry of the early settlers, that the town is described in a book published in London in 1634, by Mr. William Wood, who visited the colony soon after its settlement, as, "Roxberry, which is faire and handsome Countrey-town; the inhabitants of it being all very rich."

There is nothing in the book, save this quotation, which indicates that the agents of the town had ought to do with its composition, or towards defraying the expense of its publication and circulation; but it is both natural and just to assume that they extended every hospitality to that particular stranger while within their gates.

In 1654 the town was described as having "dwelling houses neere upon 120, their streets large and some fayre Houses," but the universal opulence of the inhabitants is not mentioned; in fact, in the light of matters hereafter touched upon, it is as well that it should be forgotten.

“The Free Schoole in Roxburie” was founded in 1645, and for its support sixty-four subscribers to the agreement pledged an income of about twenty-one pounds sterling per annum. While it is true that the school was not created or at that time supported by the town in whole or in part, yet it may well be considered as the first budding of the public-school system in this vicinity, having for its aim not only the education of the children of the subscribers, but of those who would otherwise be left in ignorance for the want of means.

Still more directly can our Roxbury High School trace its descent from this pioneer. From it came the High School for boys in 1852, which in the year 1861 was combined with the High School for girls, established in 1854, forming our present Roxbury High School. About the only advantage possessed by the first school now discernible was the steadfast purpose of its promoters. With less earnest supporters it must have succumbed to the many difficulties encountered, and the birth of public education been delayed many years.

We do not find any serious competition for the position of teacher of this early school, and after a year's service it would seem that each incumbent fully realized the justice of the theory of “rotation in office,” of which we have since heard so much. This is evidenced by the fact that during the decade from 1770 eleven different persons occupied the position, and for ten years prior to 1800 the school had the advantage, if so it proved, of twelve individualities in its direction.

It is of course not impossible that the desire for the greatest good to the greatest numbers was not alone responsible for this condition. The salaries offered and paid were not munificent, and seem to have been more unstable than would arise from the wildest fluctuation of the currency experienced or contemplated since that time. As an instance may be cited the case of John Prudden, who in 1668 entered into an agreement to “use his best skill and endeavors, both by precept and example, to instruct in all scholasticall, morall, and theologicall discipline, the children” of certain persons named in the agreement, for the term of one year, with the privilege of teaching other children, “provided ye number thereof doe not hinder ye profiting of the forenamed youth,” at a salary of twenty-five pounds, to be paid in instalments in September and March following “at ye upper mills in Roxberry, three quarters in Indian Corne or Peas and the other fourth part in Barley, all good and merchandable, at price currant in ye countrey rate, at ye days of payment.” It is a satisfaction to learn that the teacher lived to perform the agreement, as appears by the endorsement: “This covenant fulfilled to the satisfaction of the covenanters, John Prudden.” It is also apparent that the desire of teachers to be paid for the entire year instead of the school year was

deep-seated at the time, and in the present generation can be said to rest upon "immemorial usage."

In 1773 we find evidence of a resumption of specie payments in a paper signed by John Eliot acknowledging the receipt of "a bag of coppers, weight thirty-four pounds, in part of my salary for the year current, the same being by estimation fourteen pounds thirteen shillings and four pence lawful money."

The present laudable practice of teachers suggesting to the authorities improvements in the schools under their management, and deferentially calling attention to any material defects or short-comings, seems to have had its origin, in this vicinity, in the letter of Mr. Thomas Bernard, a teacher of the school in 1684, who wrote: "Of inconveniences I shall instance in no other than that of the school house, the confused and shattered and nastie posture that it is in, not fitting for to reside in: the glass broken, and thereupon very raw and cold, the floor very much broken and torn up to kinde fires, the hearth spoiled, the seats, some burnt and others out of kilter, so that one had as well nigh as goods keep school in a hog stie as in it. I thought it good to acquaint you with it, and would entreat to acquaint the rest of the Feoffees herewith."

Probably no complaint of recent years to the School Committee or the city government has more forcibly presented existing defects.

In those days physical as well as mental vigor must have been considered in selecting teachers. A Roxbury poet has said:

"Then, Learning's altar flamed with genial birch,  
And tingling ribs proclaimed how keen its search;  
Then, wit and wisdom found their shortest track  
Up to the brain, by travelling through the back."

Let the favored scholar of to-day ponder this statement, and if insufficient to quench a desire to have lived a hundred years ago, he should bear in mind that in 1790 there were seven and one-half school-hours in each week-day throughout the year, with eight days' vacation only, and five holidays.

The first law passed by the Colonial Legislature relating to the establishment of public schools was in 1647, two years after the establishment of the free school at Roxbury. It is in the following language:

"It being one chief project of that old deluder Sathan to keep men from the knowledge of the Scripture, as in former times, keeping them in unknown Tongues, so in these latter times, by perswading from the use of Tongues, that so at least the true sense and meaning of the Original might be clouded and corrupted with false glosses of saint seeming

Deceivers; to the end that Learning may not be buried in the Graves of our fore Fathers, in Church and Common-wealth, the Lord, assisting our endeavours;

“It is therefore Ordered by this Court and Authority thereof; That every Township within this Jurisdiction, after the Lord hath increased them to the number of fifty House holders, shall then forthwith appoint one within their Towns, to teach all such Children as shall resort to him to Write and Read, whose Wages shall be paid either by the Parents or Masters of such Children, or by the Inhabitants in general, by way of supply, as the major part of those that Order the prudentials of the Town shall appoint; Provided that those which send their Children be not oppressed by paying much more than they can have them taught for in other Towns.

“2. And it is further Ordered, That where any Town, shall increase to the number of one hundred Families or House holders, they shall set up a Grammar School, the Master thereof being able to instruct Youth so far as they may be fitted for the University: And if any Town neglect the performance hereof above one year, then every such Town shall pay five pounds per Annum to the next such School, till they shall perform this Order.”

Notwithstanding the somewhat vivid portrayal of the causes requiring such legislation, and notwithstanding its mandatory nature, and the penalty following a failure to comply with its provisions, the good town of Roxbury not only neglected, for many years, to establish a school thereunder, but as late as 1666 refused to contribute to the support of the free school, which could not at the time accommodate all the children seeking admission. It is charitable to assume that the neglect of the city of Boston to provide a parental school, upon the mainland, for the instruction of truants in accordance with the requirements of the act of 1886, is owing to an inherited tendency in this direction.

From such small beginnings, after years of struggle, has the public school of Roxbury attained its present condition; always growing, always improving, and always receiving the earnest support of the best citizens of the town. A list of the prominent men and women who have devoted themselves to the public schools of Roxbury would be long indeed, but the names of Dudley, Eliot, Warren, Sumner, Cushing, Putnam, Dillaway, and Weston, and numerous others, will always be remembered and honored by our citizens.

To-day Roxbury has over five hundred high school pupils; six thousand in its grammar schools, and an attendance in its primary schools in excess of the entire population of the town in 1830.

To accommodate such numbers, we have provided thirty-one school buildings and nearly two hundred and fifty teachers. Cotton Mather well said: "From the spring of the school at Roxbury there have run a large number of the streams which have made glad the whole city of God."

But while we congratulate ourselves upon the present condition of our public schools, let not our generation, or the generations to come, admit that their greatest usefulness has been accomplished, or relax for a moment the vigilance necessary to secure their support and perpetuation.

As in the past, so in the future, problems will arise which must be solved; dangers and difficulties encountered which must be overcome. We should see to it that the coming generation is fully fitted for this task. It can only be done by a rugged public sentiment that shall make the youth of to-day venerate the system so long maintained, eager for its extension, anxious and ever ready for its defence. The scholar of to-day is to-morrow the citizen upon whom the responsibilities of this great trust devolve. Under these circumstances we may be assured that the child of the public schools of Boston may ever be proud of his parentage.

At the close of Mr. Allen's address, the selected choir from the Glee Club sang "Now is the Month of Maying."

Mr. Whittemore introduced Mr. Samuel B. Capen, Chairman of the Committee on School Houses of the School Board, who spoke as follows:

#### ADDRESS OF MR. SAMUEL B. CAPEN.

As I have sat here this evening looking around this hall, I have been thinking what only a few months ago the materials were that make up this building. The trees out of which this polished wood has come were growing in the forests; the stones were in the quarry and the iron in the mines. But by the touch of human skill in this brief time these have all been changed into this magnificent structure. One process has followed another in rapid succession, till we have this result. Teachers, is not this a parable of your work? The little child enters the kindergarten, young, ignorant, and oft-times with a very poor perception of what is right and wrong. But through the various grades of primary and grammar classes he is moulded and changed, his interest has been

quicken, his moral sense awakened and strengthened, until he is committed to your hands to complete the work and to be sent forth into the conflict of life.

Do teachers in the weary routine of their toil always remember as they should what grand work this is, and their opportunities for usefulness in thus moulding the boys and girls who are to make the next generation a power for good or evil? And I am glad to feel that more and more we are realizing that unless teachers have this noble conception of their work, they ought to relinquish this trust to worthier hands. It is a sacrilege for them to try to fill such positions. Important as is the intellectual training, there is something deeper than this, and without which intellectual power is of little value. I mean a moral training. Boston expects her teachers to inspire their pupils in the best things and to put character ever at the front. And they must do this, not by words only, but by the silent power of their lives. The young are keen observers, and Emerson's words are real to them, although they may never have voiced the thought: "What you are speaks so loud I cannot hear what you say." It is because we believe that the teachers in this school are true to the noblest things that we gladly trust our boys and girls to your care.

And if I may be permitted a single word, in closing, to these scholars, I would lay the emphasis at the same point, for character is more than scholarship. Be careful of your own heart and life. Avoid the beginnings of evil in thought and word. We oft-times see sad shipwrecks of men and women among those whom we had supposed were living correct lives, and are surprised at the apparent suddenness of their downfall. But it was sudden only in appearance. Man falls in private long before he falls in public. As some mighty tree of the forest has appeared strong, but in some mighty gale falls because it has been decaying at the centre, so men go down in some sudden temptation because they have been dying and decaying within for many years. The temptation only brings to the surface what they have been at heart. Do you know, one of the worst things to lose is your own self-respect? You can earn again the money you may have lost; you may acquire new friends; but when self-respect is gone, then all is gone. If you have a guilty conscience within, you have a very uncomfortable travelling companion through life. But with a clean heart and a noble aim you are bound to succeed. No matter if you feel you have not as many talents as some others, remember that "it is not genius, but day's works that make men." Integrity allied with perseverance will enable you to fill some useful place in life, and you can some day feel the royal satisfaction of having contributed something to the world and of having helped to lift it upward and onward to the best things.

Mr. Edwin P. Seaver, Superintendent of Schools, made a short address, during which he spoke of the desirableness of continuing to support local high schools.

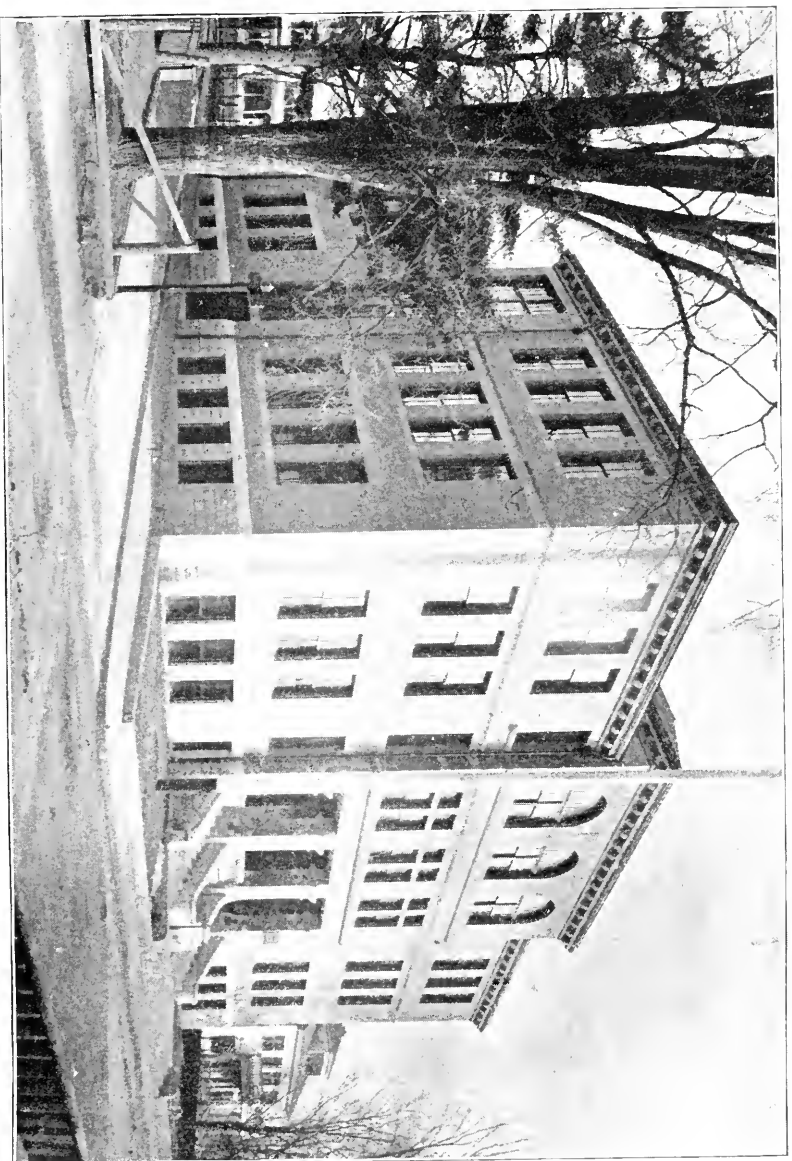
Mr. Henry S. Dewey was next introduced, and made a brief address.

The exercises closed with the singing of "Freedom" by the school choir.



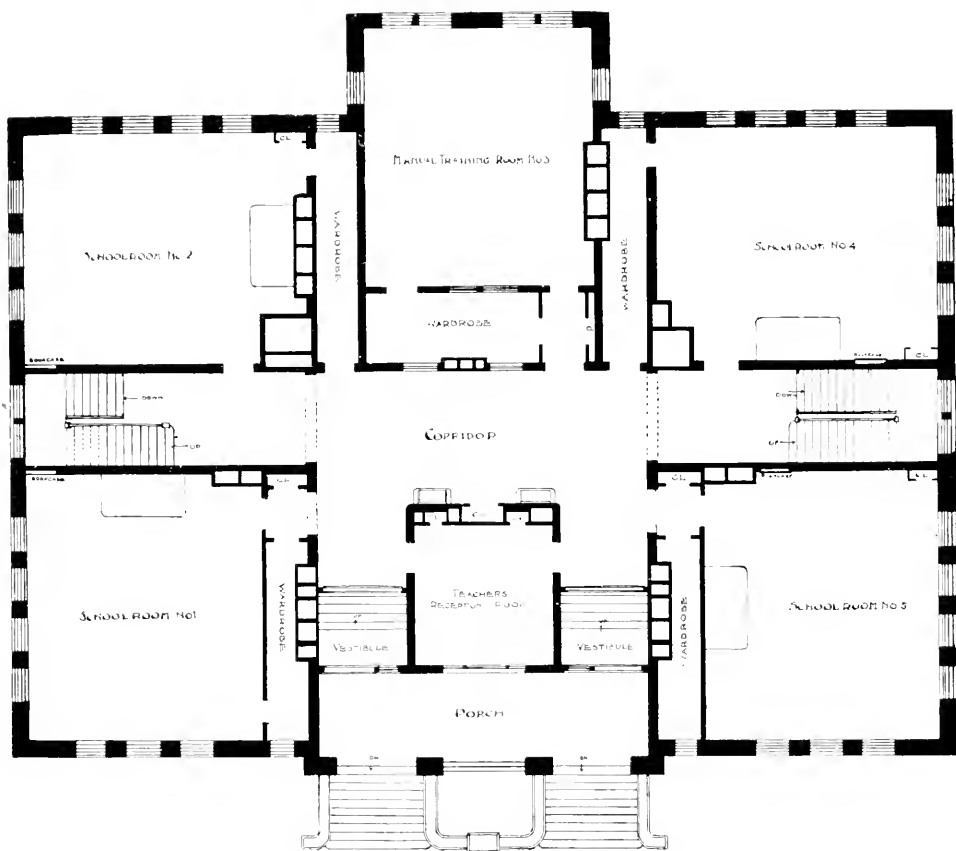
DEDICATION  
OF THE  
BOWDITCH SCHOOL-HOUSE.





BOWDITCH SCHOOL-HOUSE.

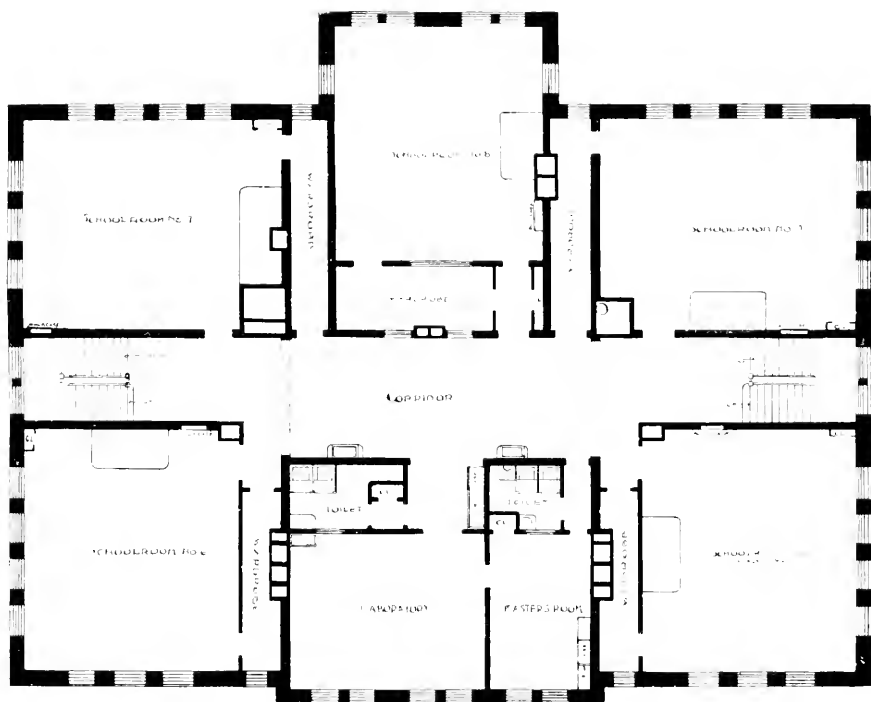




BOWDITCH SCHOOL-HOUSE.

Plan of First Floor.

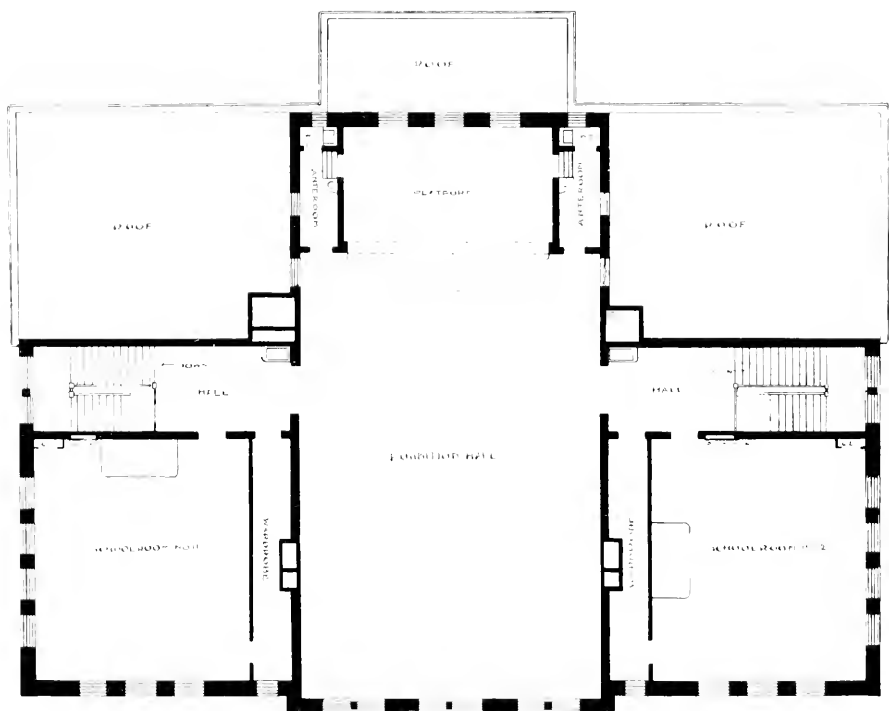




BOWDITCH SCHOOL-HOUSE.

Plan of Second Floor.





BOWDITCH SCHOOL-HOUSE.

Plan of Third Floor



## BOWDITCH SCHOOL-HOUSE.

The Bowditch School-house was dedicated on the afternoon of Thursday, April 28, 1892, under the direction of the Committee on the Eighth Division, consisting of Mr. Samuel B. Capen, Chairman ; Mr. Simon Davis, Mrs. Emily A. Fifield, Mrs. Elizabeth C. Keller, M.D., and Mr. John J. Kennedy.

The exercises were opened with the following invocation :

### INVOCATION BY REV. J. E. TUTTLE.

Almighty God, our Heavenly Father, without whose light we are in darkness, we pray Thee for the light and the blessing of Thy divine presence. Thou hast revealed Thyself to us through our Lord Jesus Christ as the way, the truth, and the life. Thou hast told us that Thy truth shall lead us into the knowledge which shall make us free, and Thou hast shown Thyself to us as the light and the life of the world. So we pray for Thy presence in all its fulness, and because Thou art life and light we dedicate this building to Thee. We dedicate it to the high and holy uses of Thy service. We pray that evermore Thy spirit may sit upon the throne here, and that forth from Thee the instruction may proceed. May Thy divine blessing and guidance rest upon the master of this school in all the details of his work, and we pray for those who assist him in the teaching of the youth, and may Thy blessing rest upon all the pupils of this school — the pupils of to-day, and the many, many who are to be here in coming years. We pray for Thy blessing upon them. May they ever sit at the feet of Him to sit at whose feet is to live. May they ever walk in the light of that truth which makes free, holy, and righteous. We pray for Thy blessing upon the committee and upon all who have had anything to do with the planning and guidance of this building or of the schools of this city. May Thy blessings fall upon institutions of education of every kind, and so may truth and righteousness and the freedom that cometh from truth and righteousness prevail everywhere. Forgive all our sins : let Thy kingdom come more and more in all its fulness, and at last we beseech Thee, through

Christ our Lord, receive us into Thy presence in Heaven, there to be bathed through eternal ages in Thy light. Amen.

Hon. Charles T. Gallagher, President of the School Committee, in presenting the keys of the building to Mr. Samuel B. Capen, Chairman of the Division Committee, delivered the following address :

ADDRESS OF HON. CHARLES T. GALLAGHER.

It becomes a part of my official duty when a new school building has been built to refer that building, as other matters connected with our schools, to the Committee having in charge the Division in which the school building is located. This Committee of the Eighth Division, presided over by your townsman, Mr. Capen, will have charge of this new building now that it is built, and it will be assigned to them as a part of their material with which the school work is done. The building is received from the School Board to whom it is given by the City Architect, the land having been purchased by the School Board, the money appropriated by the City Council and approved by His Honor the Mayor. The building is built by the City Architect, and when completed is turned over to the School Board for acceptance. We have accepted this magnificent building, and we have named it in honor of one whose history is so well known to you and to Boston and to the country, if not to the world, that it need not be repeated by me ; and the building being now completed and fully equipped for business, it becomes my duty, as the official head of the School Board, to present it to the sub-committee having it in charge. This will be done by the presentation on my part of the keys of the building, and Mr. Capen, as Chairman of the Division Committee, will in turn present them to the master of the school, and he in turn to his successor in office, or return them to the authority under whom he acts. It is not my purpose to present to you an address ; it is not so announced ; it is not a part of the programme. It is my duty to perform simply this symbolical act which transfers the custody of the building. I performed this office a few days ago at the Roxbury High School, and a few days after I was presented to a young lady, and it was announced that she must know me because I was out there and made an address at the Roxbury High School, where she was in the graduating class. " Oh, yes," she said, " I remember ; he was one of the men who did not make a long speech, and we liked it so much." It was not my fault ; it was simply the fault of my position.

We have now to present these keys to the man whose name and acts are so well known to you that he needs no encomium from me; but I should fail of my duty if I did not express in a measure to you what he has done: but words will not allow me, for they are inadequate to express what he has done for the city of Boston, for your section, and for the schools generally. He came to the School Board when we were four years behind in our school-houses, having dedicated but one building in four years, while the growth of population requires that we should have about one grammar and two primary school-houses built each year. But one school-house having been built in the four years, the task devolved upon Mr. Capen, as Chairman of the Committee on School-houses, to make good that deficiency. It is needless for me to say how well he has done the work; this building and many others that have been dedicated attest to what has been accomplished in a short time, largely by his personal endeavors. He will claim that he was assisted by the Mayor, the City Architect and others; but I say that through his efforts more than those of any other man we can thank ourselves that we are accommodated in the city of Boston to-day by buildings for our children, and if the present appropriations are carried out we shall about get even with the accommodations, and this glorious result will be largely due to the efforts of Mr. Capen. It is not necessary for me to repeat what all here know, to say that in the past twelve years in which I have been on the Board we have never been even with our needs in school accommodations, and if this is accomplished this year it will be largely due to Mr. Capen. The various committees upon which Mr. Capen has acted, he having performed work four or five hours a day for our schools, — good work, no mere perfunctory work, but the work that tells, — has been appreciated by us all. His work shows itself in the management of our kindergarten system, in our manual training system, in the school-houses, in the system of janitors, the system of accounts, and in almost every department of our school system his hands can be seen in the creation and perfection of something that needed perfection. I congratulate you and the city of Boston upon having such a servant. I know of no public servant of whom it can be said that he has done his work so well and so faithfully as of him. It gives me greater pleasure to present these keys to him than to almost any other member of the Committee, and I say that because I shall be obliged to go to Dorchester in a few weeks to present the keys to Mrs. Fifield; but I am very proud to present these keys to Mr. Capen, and I know that you appreciate as I do his great work and his great service; and now, Mr. Capen, Chairman of the Eighth Division, I present these keys to you; you will present them to Mr. Hill, and he in turn to his successor or to your representative on the School Board.

## ADDRESS OF MR. SAMUEL B. CAPEN.

It is with more than usual pleasure that, as Chairman of the Eighth Division Committee, I receive these keys from your hands, for it gives me an opportunity again to repeat how much the city and our schools owe to you. In all the difficulties we have been obliged to encounter, and the unforeseen delays at times, you have always been ready to counsel and assist in every possible way. It is not only your skill as a presiding officer, your absolute fairness to all, but your knowledge of all our school interests, the blending of the progressive spirit with the conservation of all that is best in the past, that has made your service so invaluable. For twelve years a member of the Board, for four consecutive years chosen as its president, speaking in behalf of the community, we bid you welcome to our feast.

I should be false to my own sense of what is right if I did not also allude at this time to what the administrations of ex-Mayor Hart and His Honor Mayor Matthews have so generously done for our schools. The city government of 1889 came into office after a period of neglect, and when it had been difficult, in the pressure of other things, to get proper appropriations for new grammar and primary school buildings. But that year all was changed, and since then this part of our school interest has been given a proper place with the needs of other departments. Under Mayor Hart's administration the new part of this land was bought and the contract for this building signed. The policy then inaugurated has been continued, and last year there was a larger appropriation for new grammar and primary school buildings than ever before in the history of the city; and in his last inaugural message Mayor Matthews has put on record the fact, which has been hard for some to learn, that we need for new school buildings in this city an average of \$350,000 every year.

Mr. Hill, it is one of the felicitous things of this occasion that I am able to place the keys of this beautiful building in the hands of one who has been so conspicuously successful in every position to which he has been called. For more than twenty years you have served this city faithfully. Your whole heart and soul has gone into your work, and you have been inspiring those committed to your charge with your own noble purposes. There is hardly any position in this world so noble as the one you occupy. At the head of this district, you are the leader of all these teachers, their constant guide and example. By your own character and teaching, and by the influence you exert through them, you are taking these children out of our homes and moulding them, not for time only, but for eternity. They are to be in a large measure what you make them, for you inspire them with what is

holiest and noblest and best. With your grand ideals we know you must be discouraged at times, as others are, because progress is so slow, and yet you have lived long enough to know that faithful work persistently followed does tell in these young lives.

Some years ago a great railroad bridge over the Connecticut river was found to be very badly decayed, and yet it seemed to be necessary to use it constantly. The best engineering skill was consulted, and it was decided to renew it with a steel structure. One by one the old decaying beams and supports were removed, and others of steel were inserted in their place. Judging by one day as compared with another, little progress was being made: and yet the work went slowly, steadily on, till by and by, when the months had passed, the old decaying bridge had gone, and in its stead was a magnificent steel structure on which the traffic of the great cities went to and fro. So in the work committed to your hand. You often see in these young lives indifference, carelessness, and tendencies which, unchecked, will bring certain ruin and disaster. But with brave courage you patiently implant the new purpose, you show the power and value of knowledge. There is not much progress from day to day; but still the work goes on, till in the fulness of time ignorance has given place to culture, coarseness to refinement, petty meanness to noble character. An angel from heaven might well covet your opportunity.

And to those who are to be associated with you, some of whom have been here many years, and are held in affectionate regard by this community, — to you also is this trust committed, to be co-laborers together in a common work. Common fidelity in the sowing means also to be sharers together in the joy of the harvest.

Scholars of the Bowditch School, as representatives of those who are to crowd this building in an endless procession as the years come and go, may I say on this glad day an earnest word to you. To most of you life looks joyous and inviting. God meant it should be so, full of happiness and sunshine. Would you know how to make this dream a reality? Have a grand purpose in life at the very start, and live ever for that which is noblest and best. Listen cheerfully to what your teachers have to say: they love you, and your success will be their great joy. Never be an idler, for laziness is misery. Be persevering, and never flinch in the face of obstacles. Never live a selfish life, for such a one brings only sorrow. Greatness always consists in service, and by a divine law we always get by giving, and lose and shrivel by keeping. Noble thoughts inspire noble deeds. Not only be good, *but be good for something*, and be true in thought as well as deed. Not very far from here, recently, a large building was being erected. The contractors, like the men who built this building, were honorable men. One day

in passing around they saw a workman putting into the building a very inferior piece of lumber. "What are you doing that for?" was the question. "Oh, it is going to be all covered up, no one will know it," was the reply. Quick as a flash came the word from the contractor, "Yes, they will, I shall know it; you take that out." Never try to cover up in your lives what is wrong, for you know it, and God knows it.

A single word to those who live in this district, and who are so much interested in this glad day. Boston has given us one of the best-equipped buildings in this city. We have given it a name, one of the most honored in our city's history, and of which I would gladly speak, but that duty will be performed by another, who has the best right to do so. Everything that can conduce to health and to the best training of our children has been provided. In the head of this school and in this corps of teachers are those in whom you can place the fullest confidence. What use, now, are you to make of this building? In the past few years our school accommodations in this section have been so inferior that many have been almost compelled to send their children to private schools. But that necessity no longer exists. You can, if you will, send your children here: and will you not do it? Next to the institutions of religion, there is nothing so vital to this country as our public-school system. One of our greatest perils as a nation is in class distinctions, and the great gulf which gets fixed between the rich and the poor. But when the children of all classes come together under one roof, these barriers are largely broken down. All alike are made to feel in the common school of the whole people that it is not money or station, but *character* and *intellectual ability*, which gives preëminence. On these two things the rich and the poor stand on a common level, as God meant they should, without the artificial distinctions which are nothing to Him, and should not be to us. With the recent introduction of manual training, with the attention now given to physical culture, with the provisions of parental schools soon to come, to remove the evil-disposed, Boston will have the most complete public-school system in the world. For patriotic reasons, for the public good, will you not give it your support, especially when you consider that the child whom you love will be best fitted for the conflict of life by being trained, not with a select few of her own set, but in the common schools of the nation?

And now, Mr. Hill, it only remains for me to hand you this key, recognized always as a symbol of power and authority, feeling sure that you will use this power now committed to you for the highest good of all who shall ever come under your influence. And in so doing may I have the privilege of giving a motto to the school in these words: "Row, not drift."

## RESPONSE OF MR. CHARLES W. HILL.

Not unmindful of the responsibilities involved in their possession, I accept these keys at your hand, realizing that they suggest not alone the care and oversight of this noble building, but the far greater responsibility of the care and oversight, the training and development, of the pupils for whose use it has been erected.

It adds not a little to the pleasure of receiving these symbols of trust and responsibility that they are placed in my hand by one at whose word it has been well said that school-houses have seemed to spring from the ground, whose distinguished services upon the School Board have laid the profession of teaching and the city of Boston under lasting obligation. — services the unit of whose value is not found in silver or gold.

In assuming charge of this building I have no new or wonderful plans to develop. I still believe in the fundamental position of the three R's; that the multiplication table should precede quadratic equations; that, as we belong to one of the great English-speaking peoples, for American children a fair knowledge of the English language is of prime importance; and that the great English and American classics should not be entirely unfamiliar even to those whose school life ends here.

I believe that God's great book of nature should be so held open before our children that they shall be led to discern the hidden beauties and adaptations of plant and animal life, to find "tongues in trees, books in running brooks, sermons in stones, and good in everything."

I believe that manual training has a rightful place in our schools. It will be a pleasant duty to coöperate with the teachers who have charge of cooking and sewing in this building, and I shall welcome some of the lighter forms of woodworking when the committee see their way clear to introduce them.

I believe in the spirit of the motto which you have so wisely chosen and so kindly given. In the name of the school I gratefully accept and heartily adopt it. There is no sentiment that more needs to be impressed upon the minds of the pupils of to-day than the one contained in these few words. There is no royal road to learning. To acquire knowledge still requires, and will always require, effort, hard and persevering, from which there is no exemption, for which there is no substitute.

I believe in a happy school. As the heated iron is easily shaped and fashioned to the ideal of the worker, so are children living in the warmth of a kindly interest and affection shaped and moulded to a symmetry of character that brings out the Divine likeness. Whenever additions shall be needed to our present corps of teachers, we hope you will never send one to take charge of a class in this building who does not bring with her an ardent love for children and for her work.

I believe in a patriotic school. When we took possession of this building a few days ago, we entered under the unfurled American flag. The first exercise to which these walls resounded was the singing of "America." In the spirit of that grand hymn we hope to continue our work. We realize that there is laid upon the American school of to-day a duty, a privilege, and a responsibility never equalled since time began. Into this crucible are being cast the differing, divergent, and sometimes antagonistic elements resulting from differences of race and social condition, from which is to emerge, we trust, the grand American race of the future, the crowning glory of our modern civilization. In this grand work we hope to do our humble part.

Again accepting this trust, grateful that in these pleasant surroundings I may be permitted to continue the professional work which I have come so much to enjoy, for myself and for these faithful teachers I pledge our best endeavors to make this school worthy of the opportunities within its reach, worthy of the city which has done so much for us, worthy of the distinguished citizen and family whose name it bears, worthy of the confidence and the support of this intelligent community, and worthy of the age in which we live.

The following Dedication Ode was sung by the choir, consisting of pupils of the school.

#### DEDICATION ODE.

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Words by MARIAN A. McINTYRE.

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Dear House, fling wide the doors, thy children come,  
 Service and song to-day! greeting to thee!  
 As busy swarms of golden bees that hum  
 And flit from flower to flower, thou shalt see,  
 While seasons come and go, children troop to and fro;  
 While seasons come and go, children troop to and fro.

For thee was laid Truth's hidden corner-stone;  
 Thy solid fabric silently she wrought:  
 Thou shalt endure; oh make thy worth our own!  
 Build, room on room, the vaster, nobler thought;  
 Be thine the gracious gift of teachings that uplift;  
 Be thine the gracious gift of teachings that uplift.

The glad Spring-tide is ours, Life's matin time !  
School us unto all gentle words and ways :  
Teach the large lesson learned from lives sublime,  
From steadfast souls that love and serve and praise ;  
From lives upright and pure, whose deathless deeds endure ;  
From lives upright and pure, whose deathless deeds endure.

Sing us Columbia's great message hurled  
From fearless lips that laughed proud kings to scorn.  
The New world cried unto an old, old world,  
" New life, New light ! " and Liberty was born !  
Our father's God ! bind fast our future with her Past ;  
Our father's God ! bind fast our future with her Past.

MR. CAPEN : At a time when the whole civilized world is sending its congratulations to Dr. Hale at what they say has been his seventieth birthday, although none of us believe it, of course, I think we are especially favored to have him here as the one to make the dedicatory address to-day. I hardly know in what capacity to introduce him. I understand he is an overseer of the poor, and ex-school committee, and other things, the " ex " meaning extra in his case. But you may have him in any way you please, as minister, writer, teacher, reformer, philanthropist, patriot, but in them all, always a friend of the public schools. I have great pleasure in presenting to this audience Rev. Edward Everett Hale.

#### ADDRESS OF REV. EDWARD EVERETT HALE.

It was certainly the first distinction of Boston — let us pray God that it shall be the last — that this town established a system of public schools for modern civilization. There is a possible question among antiquarians whether the first school was the one yonder where the Parker House now stands, that gave the name to School street, or whether our dear old Latin School in Roxbury was the first. But whether Boston or Roxbury, you girls are entitled to the credit of both. While the antiquarians are fighting it out, you can say you belong to the place that established the public-school system in modern civilization. The origin of the public-school system seems to belong to the Greek cities ; the law-

givers of that region saw that it was necessary, and always will be necessary, for a State to have every child educated, and therefore they arranged that the children should be educated at the public expense.

But this system died out under the oligarchies and tyrannies of the Middle Ages, and it was not until those people came across the ocean that they might build up a commonwealth, that the public affairs might be all in all, and that the State might get the best — it was not until then that the public school was established, when the people of Boston determined that every child should go to school, and that the best training should be given to every child.

It is acknowledged even in the most aristocratic countries in the world, and I fancy even in Russia, that every child must be taught enough to be of use to people that want to hire him. But that is not the American idea. The American system at the very beginning determined that the education given to the boys in Boston and Roxbury should be the very best education that could be given, that it shall be given in the highest branches, and that the training shall go as far as possible. I should surprise this audience if I should tell them how many boys and girls are living in Boston now who were not born here, but who have come here from a distance, that they may have the training of our high and Latin schools. There is an arrangement made by the School Committee that such persons may, on the payment of a proper sum, be received as pupils side by side with those whom the city is paying for.

In the very beginning the towns of Boston and Roxbury announced what has become the great national and American motto, "Get the Best." We want to get the best in education, and we do not need to say that the children whom the public educates should have the very best in education, in teachers, in houses, in books, in systems, and in the end to which they are aiming. That is what we call the American system of education.

It is a peculiar satisfaction to be here in a school-house dedicated to the memory of a great man, whose memory is held in high esteem. I hope something may be said of the equally meritorious career of his sons and the descendants after him. It is worth remembering that all Nathaniel Bowditch learned at school he learned at the public school. He was taken away from school and set to work in his father's shop at an age when we do not permit them to take boys away from school; and I allude to this because I hope you gentlemen who have this legislation to manage will press that matter further and further. The State of Massachusetts must go forward in this matter. I shall not be satisfied until I see a statute by which no boy or girl under sixteen years of age shall be permitted to be at work, when there is a public school with an industrial apparatus connected open for that boy or that girl. You

have gained much in the legislation of the last few years. I hope that no nonsense about a boy's supporting his widowed mother, for which there is rarely any foundation, will prevent the State of Massachusetts from insisting that every one of her children shall be educated for the best, and not for the least; shall be educated as those who lead, and not those who follow. We wish that her children shall take the lead in all directions in the future, as they have taken it in the two hundred and fifty years that have gone. Massachusetts has taken that high position because in the beginning she highly resolved that the public schools should give the best possible education that could be given by any schools within her borders.

It was my fortune a number of years ago, when a French gentleman was travelling in this country, studying the systems of education here, to show him our schools. He had come first to Canada, and then through our South and West, and finally to New England. He said to me in quaint French-English, "I found all the way through the South and West that all their teachers had come out to them from either Connecticut or Massachusetts, and I said this is a thing which has not been observed anywhere in history before, — that two provinces, and those two small ones, should furnish the teachers for all the rest of the country. When I go to Massachusetts I shall find out all about it: and now that I have come here, no one seems to care anything about it." I told him I would get some statistics about it. I went at once to a dear old friend of mine, Dr. Allen, of Northborough, and said to him, "What proportion, Dr. Allen, of your young people become teachers?" He replied, "Why, all of them, of course." I doubt if any one could make a statement of the impress which this thing has given to the whole country. Other sections have outnumbered us in all the arrangements for voting. Six thousand people in Mississippi choose one member in Congress, but it takes forty thousand people in this district to choose one representative to Congress.

We do not have the same chance when it comes to counting heads that they have in some other parts of the country; but all the same, I think Massachusetts leads just as much as she has always led, and that is because she knows how to train the leaders. It is to such institutions as this, and to the determination that there shall be a system, and that a system of going forward to the very top of all that can be acquired at schools, that has given Massachusetts the supremacy. This is true of all grades of our schools. President Eliot would tell you that there are no schools in the country to be placed on a higher grade than ours for preparing boys for the university. There is a constant application from people outside who want their children educated here. I want to call your attention to the truth that the scholar is best fitted for the

higher grade schools who has gone through the grammar schools and the primary schools under the public administration. There I speak as an expert. I have myself been a teacher in one of the Latin schools. I have for twenty years been a trustee in the Latin grammar school in Roxbury, and I assure you that any experienced teacher can tell in two days' time whether a boy or a girl had come to the upper schools from a private school or from a public school. The public-school boy has a sense of order or obedience, a recognition of discipline, which are not obtained in the private schools. It is a good thing in a republic for a person to be trained very young to a sense of law; to be trained to know that he himself is partly responsible in the concern. It is a good thing for him to know that the world is not one of sugar-candy and silver spoons, and as soon as we can in a kind, systematic way give that impression to our boys and girls the better. I know there have been nations which have carried this so far, that they compelled all those who were educated at all to be educated together. The training of the pupils together is one of very great importance. I must not, however, indulge myself in carrying this idea out as I should be glad to do.

I want to congratulate these girls on the position they have. I suppose I shall call them girls. When Richmond fell, — and that seems as long ago to most of us as when Jerusalem was taken by Titus, — I was in the city of New York, and I was invited around to speak at a girls' school on the occasion of the end of the Civil War. We had been fighting through four years, and the end had come; Grant had entered Richmond, and we were all shouting. I started to speak to these twelve hundred girls, and I said, "Shall I call you girls or young ladies?" "Call us girls," they all shouted, and so since then I have always said "girls." And now I want to say to you girls that Dr. Bowditch has done some of the best work that has been done for the country along lines that any girl can follow with perfect dignity and propriety; Dr. Bowditch had the satisfaction when Thanksgiving day came around, although he probably was not vain enough to think of it, but he might have said to himself, "There are alive to-day in this world, and enjoying their Thanksgiving dinner, people who but for me would have been dashed against the rocks or sunk into the sea."

He taught the people of America, the skipper, the captain, the art of navigation, and he put into their hands calculations by which they knew whether they were fifty miles from shore or five miles. In this way he saved many lives each year, and they did not know that he had saved them; and he did not care that they should know. What difference did it make to him, so long as he saved them, so long as God's kingdom come and his will was done on earth as it is done in heaven? How did Nathaniel Bowditch do it? He began by learning the multiplication

table:  $9 \times 6$  is 54; it is not 56. I once wrote a story in which I had a whole nation fall to ruin because a teacher who did not love that nation taught all its youths that  $9 \times 6$  was 56. They liked to learn it because it was easy. Now if you girls will resolve that  $9 \times 6$  shall be 54, and similar truths of the same sort, there is no saying how far you may go in the empire of mathematics, or how far you may read the stars, or do the duty which this great man did for his time and for the world.

Your teachers will connect this school close with the Public Library. The great advance in modern education has been in the calling out of the individuality in the individual scholars, and that can well be done by the wise use of books. You are fortunate in the arrangement that the city has made in its books and its library. At the head is a librarian who was born for the work: she knows what is in a book by looking at the outside. You have teachers here who will want you to get into the habit of using these books which the city has provided, and I know that you will avail yourselves of the privilege. Ten years ago I visited the royal library of the city of Madrid, in Spain; it is called the most magnificent library in the world; for more than two centuries the kings and princes of Spain have bought each year all the books they wanted and a great many more than they used, and the result is that they have a collection of the gentlemen's books of the last two hundred and fifty years. The architecture of the whole building and all its arrangements make it one of the wonders of the world. Napoleon said to his brother, "You have a much better house here than I have in France;" but, magnificent as it is, I would far rather work in our Boston library; and far beyond the reputation of the Madrid library is that which the Boston one may earn every month and every year. They showed me one day in the Boston public library a separate room with a table, on which was spread a collection of mathematical books that I do not believe anybody in the room except Mr. Hill could understand. Now these books were open all day long for the services of a mechanic in one of our workshops, who came every day after five o'clock, when his day's work was done, and worked out the problems that not more than ten people in the world understand. To live in a city which provides such a home for each and all of its children is a privilege that ranks above any royal library or any palace in the world.

That will be the last word that I shall say, but in conclusion let me add, in the thought with which I started out, that the people of Boston are highly determined that their schools shall be at the very top, and our scholars shall go to the very top. We are determined that a Jenny Lind or Raphael shall not be born here, and we fail to discover them. And now, young ladies, it is your privilege to go forward and make the best and highest use of these glorious opportunities.

MR. CAPEN : It is a very great pleasure for me to know that this school is named the Bowditch School. I am sorry the tablet is not in its place, but it has been ordered, and is being cast, and in the fulness of time you will be permitted to see the name on the front. The name of Nathaniel Bowditch is an inspiration,—his life is an inspiration to any class of pupils ; and I have no doubt that Dr. Hill, who has been dubbed “ Dr.” this afternoon, will see that every scholar reads the life of Bowditch. I am glad to present one of my predecessors in office, Dr. Henry P. Bowditch, who will speak for the family.

ADDRESS OF HENRY P. BOWDITCH, M.D.

For your sake, as well as my own, I could wish that the task of speaking in behalf of the family whose name is to be borne by this school had been intrusted to other hands ; but the deep interest which I have always felt in the public schools of the city has impelled me to accede to the request of your Chairman, and to endeavor to express, however inadequately, my own feelings and those of other members of my family with reference to the honor which the city of Boston thus pays to the name we bear, and also, if possible, to draw from the early life of our ancestor a lesson which may be useful to the pupils who now or in future years may occupy the class-rooms in this building.

In the first place, let me say that since popular education is rightly regarded as the corner-stone of the whole fabric of this government “ of the people, by the people, and for the people,” I can conceive of no honor which should be more highly esteemed in this community than that which the State bestows in permanently associating the name of an individual with an institution for training the youth of the country in that knowledge which offers the only security for our governmental system. It is, therefore, with a full sense of the importance of the occasion that I desire, on behalf of my family, to express to the members of the School Committee our grateful appreciation of the compliments thus paid to our family name.

It is a fact, not without interest, as illustrating the way in which history repeats itself, that this is the second occasion on which the city has dedicated a Bowditch school-house to purposes of instruction. More than thirty years ago, nearly the lifetime of a generation, the city authorities of that day, with their invited guests, assembled in the newly

erected building on South street, and dedicated it with ceremonies like those observed by us to-day. The report of that earlier dedication contains the names of men prominent in the community at that time, nearly every one of whom has now passed away. It was under the administration of Mayor Wightman that the first Bowditch school-house was erected. J. Putnam Bradlee was President of the Common Council, Hon. Jonathan Beston was Chairman of the Committee on Public Buildings, and Dr. T. M. Brewer, Chairman of the Bowditch Committee. Addresses were made on that occasion by Thomas C. Amory, Chairman of Committee of Public Instruction; Dr. Henry I. Bowditch; Hon. Joseph White, Secretary of the Board of Education; C. C. Felton, President of Harvard College; George B. Emerson; and by the Superintendent of Public Schools. These men can speak to us no longer, though the devotion to the interests of public education which inspired their remarks is felt as a no less controlling motive by all their successors.

There is, however, one of the prominent participators in the ceremonies of that day whom we are happy to find still moving in our midst, a man ever conspicuous for his intelligent interest in everything relating to sound education, and one who, under his *nom de plume* of Oliver Optic, has endeared himself to generations of school-boys. To Mr. William T. Adams we extend a cordial welcome as we dedicate this fair edifice, which has succeeded to the name of that earlier school over the destinies of which he was first called to preside.

The remarks of Dr. Brewer, Chairman of the District Committee, on transferring the keys to the master of the former Bowditch School, are interesting, and, in view of the subsequent history of the school, almost pathetic in their character. In alluding to the obstacles to be overcome in the erection of the building, he said: "Our first and greatest difficulty has been to demonstrate to the satisfaction of the City Government that the school population is not moving away from this part of the city; that the great human river which supplies our school-rooms is not running out nor exhausting itself, and that they had no right to look for any relief for our overcrowded schools from any diminution in the number of pupils attending them. Not that it was difficult to establish these facts. It was shown by the record, too clearly to be disputed, by any one who would look into the matter. We could show by that record that during the five years immediately preceding our application the increase of grammar-school children in this district had been thirty-four per cent.; that in one year it had been nearly twelve per cent., and that the tide was still on the flood. Reluctantly, incredulously, sorely against their first impressions, did our City Fathers accept these unwelcome, but stubborn, facts, showing that here on this spot was the centre of this

pressure, and that here must the remedy be applied, if we hoped for permanent or effectual relief."

The result showed that the first impressions of our City Fathers were not altogether incorrect, for the number of pupils in the Bowditch School, after rising from 715 in 1862 to 927 in 1866, fell to 453 in 1873, when the pupils were transferred to the Channing School-house. In 1874 the whole number of pupils in the district had fallen to 373, and in 1884 the Bowditch District was united to the Winthrop District, and thus ended its independent existence.

Such vicissitudes are to be expected in every growing city, but in this flourishing suburb we have every reason to hope that this history may not repeat itself in the case of the school-house we are dedicating to-day.

Permit me to conclude with a single word of advice to the pupils of this school. Always bear in mind that the main object of education is the formation of character, and that your lives, after leaving school, will be influenced very largely by the use you make of the opportunities here offered to you. All that your teachers can do is to afford the facilities for acquiring knowledge. Your success in taking advantage of these facilities depends entirely upon yourselves. The lesson never to neglect an opportunity for self-improvement has seldom been better illustrated than in the early history of Dr. Nathaniel Bowditch, whose name this building bears. Compelled by the poverty of his family to leave school at the early age of ten years, his subsequent career was emphatically one of self-education. By taking advantage of every opportunity for acquiring knowledge, and by *making* opportunities, where none offered themselves, he rose to the highest rank in his chosen pursuit of mathematics, and gained an honored and respected position in the community in which he lived. May the lesson taught by his career bear fruit in the lives of the pupils of this school.

MR. CAPEN: When we came to ask the question, Who shall speak for this community at these dedication exercises, we all said at once, Rev. Mr. Dole. He is the oldest settled pastor in this place, and has been foremost in everything that interests the public, and has he not written a text-book called "The American Citizen," and, while I am not paid by the publishers of that book to try to increase its circulation, I would suggest that it would be a wise thing for you all to buy a copy of it, and read it. I will read a single sentence

from the book, and then I will introduce Mr. Dole, who will tell you the rest. The sentence which I will read is this, "The American Citizen, after the type of Washington, Adams, and Lincoln, noble, devoted, disinterested, magnanimous, fearless, and reverent, this book is dedicated." Now he will tell you the rest of it.

ADDRESS OF REV. CHARLES F. DOLE.

Some years ago they had a great celebration over at Harvard College, and they conferred various degrees of distinction upon many men. Among them was the son of this same Nathaniel Bowditch, to whose memory this school is dedicated, our former neighbor, and the friend of many of us, J. Ingersoll Bowditch. Among the distinguished characteristics which President Eliot gave to him as he came forward to receive the honorary degree of Doctor of Laws, was this, "public-spirited citizen."

I call this our American pattern of nobility. We have no objection in a republic to a certain kind of aristocracy. No, in a republic we believe in aristocracy. Aristocracy rightly means the government of the best. We want nothing else than the government of the best, and who are the best? The best are the public-spirited citizens. They are our nobility. This is the kind of aristocracy of which no one has any need to feel a fear. We do have a reasonable fear for a good many kinds of aristocracy in the past, because they have not been the best, because they have been something short of the best; but we have no objection to this kind. In the first place, every one can come into it if he pleases. Every one may be a public-spirited citizen, and therefore entitled to rule; and then again we have no manner of fear of this kind of aristocracy being hereditary. We are very glad that there are already several generations of this same Bowditch name of whom the traditional spirit of public service has been an hereditary quality; the more the better of such heredity. Nor have we objections to pride on account of family record. We have objections to pride in money — so foolish a kind of pride, especially for those who did not earn the money, but merely spend it. We are proud in America of our old families, since all our families are as old as Adam. We have no objection to pride on account of disinterested and noble public service, because it would be perfectly ridiculous for any generation to be proud of what their ancestors had done unless they were keeping up the record themselves, and when we have said this to be the character of the family whose name the school

bears, we have said which the school is for. The school is for the training of public-spirited citizens; it is for the training of aristocrats and for the children of the nobility. Our American nobility is represented in every child who catches the inspiration of public service. Let no one of these girls imagine that they are here merely to learn to earn a living; do not suppose that you come here merely to get knowledge, because unfortunately some of our most dangerous citizens are those who have learned only too well how to get a living, and who have plenty of knowledge and use it to get a living out of other people's pockets. But the one thing which these schools are for, and which warrants the great expense, and abundantly warrants it if they succeed, is bringing up a generation of public-spirited citizens, after the type of the man whose name the school bears. I want these girls to understand definitely what I mean. Suppose by and by as they grow up; may be as wives and mothers, by and by, of a new generation of children, may be to help rule themselves, for some of us think that the girls are going to take that part by and by; and it is very right that they should in a great republic where the best should rule. Why should not women, being the best, rule? Suppose by and by when their day comes they turned out to be the kind of wives and mothers who were perfectly willing that their brothers and their husbands and their sons should bribe to get into office, and should go up to City Hall and take part in jobbery there, and make money out of the public; suppose they liked to have their friends peddling votes for themselves. If we had such a generation as that the product of our public schools would be a failure, and the name would be a perpetual finger of disgrace. But suppose on the other hand these girls grow up to be women of the kind who will encourage their sons and their husbands and their fathers rather to be poor than to do anything disgraceful; rather to go without office than to stoop to get it, who will encourage all those upon whom they have influence to wait until they are wanted, that they may in every way use their mighty influence; and the influence of all of them together would almost make the rule of the city if the men did nothing, for what the women really wanted would be brought about, and all would be used for the public service; then the school would have justified itself; then the name would have brought glory to us all. And when we have done this, have we not come very close to religion? Have we not introduced religion into the public schools? not perhaps all the religion that everybody wants, but that great body of religion which we are more and more coming to feel is the centre and heart of it: that kind which alone has any standing. This is the idea of religion — public spirit and public service. Long may these walls stand to teach such a kind of public social religion, which leads indeed right up to God. May no

teacher venture to teach these young minds who is not touched with this spirit of public service — the true religion. May many generations go out from here of girls well possessed with that spirit, consecrated, noble-hearted, and generous.

MR. CAPEN: The next address will be made by Mrs. Fifield, the Secretary of the Eighth Division Committee. If Mrs. Fifield were not here I should say something. You have heard of what we call an all-around man; she is what they call an all-around woman. She serves on seven or eight of the committees of the School Board, and she does splendid service on them all. Whenever I go to the committee meetings I always find her there; she is more punctual than the clock; the clock cannot be compared to her. Mrs. Dr. Keller, a valuable member of our committee, might be expected to be heard, but she wants Mrs. Fifield to speak for her. But she can speak for both; there are not many people who can do it, but she can do it first rate.

#### ADDRESS OF MRS. EMILY A. FIFIELD.

I assure you, friends and neighbors of Mr. Capen, that I shall take great care to return all these compliments next month when my chance will come when we dedicate the new school-house in Dorchester. Just now I am only ready to add one single word of congratulation and of gratitude. Gratitude because, although Dr. Hale told us about the first public school, he did not say that it was long, long years before it was thought fitting and proper that girls should share in these advantages of our public schools. It is only a little while, girls, since it was thought a suitable and proper thing for girls to share with their brothers in the public instruction; for that I wish to express my gratitude, that here and to-day we can dedicate to the use of girls a building so satisfactory to their needs and requirements. With such a building and all the appliances that are in it, making school life so attractive, and with such a corps of teachers, may we not expect, and I might add with such a master, of whom you have not heard half enough, he believes wholly in girls, is it too much to expect that we shall have come out of this school a class of girls who shall be better developed physically, with well-rounded characters, and with well-stored minds, ready and willing

to add to the impulse which women have already given to the world's work. If only one-half of the good things I prophesy of this school come to pass, the citizens of Jamaica Plain will not consider the Bowditch School a munificent gift from the city, but a noble investment of public money bringing back to you every year good returns in intellectual and moral life, and in material strength to this community.

Mr. Capen read the following letter :

JAMAICA PLAIN, April 27, 1892.

DEAR MR. CAPEN: I regret that my engagements will prevent me from accepting the invitation of the Committee on the Eighth Division to attend the exercises of dedication of the Bowditch School-house.

As I was Supervisor of the old Bowditch School, and am Supervisor of the new Bowditch School, I may, without presumption, extend the congratulations of the old school to the young.

May the honored name which the school bears be an inspiration to its teachers and pupils, and may it signify to citizens that at least Boston is grateful to those men and women who add to her fame and strength.

Sincerely yours,

ELLIS PETERSON.

TO MR. SAMUEL B. CAPEN,

*Chairman of the Committee on Division VIII.*

MR. CAPEN: We are going to have a few five-minute addresses. We have one that I am going to ask to speak for the State of Massachusetts, Mr. Fred G. Pettigrove, of Charlestown.

#### ADDRESS OF MR. FRED G. PETTIGROVE.

I was told an hour before I left my office to-day that Mr. Capen would expect me to speak for the State, because he had not been able to get anybody else. I am afraid that you will think that he might have omitted that part of the programme just as well. I was glad to hear the last applause, not that which greeted my name, but that which followed the singing to which we listened, and I cannot go away to-day without thanking these scholars, — these young ladies, by Dr. Hale's permission, — for the welcome they gave us in the opening of this programme. I noticed that the audience did not applaud so much as I thought they ought to have done; and the reason for that must have been the one given by the old lady who sat unmoved under a powerful

discourse when all the neighbors were weeping. When asked how she could be so composed, she replied that she could not cry because she did not belong to that church; perhaps you did not applaud because these children belonged to you; but I thank them for the welcome they gave us.

Now, ladies and gentlemen, I have two reasons for being here; I would not presume to speak in behalf of the Commonwealth of Massachusetts. I could not do justice to the interest which this dear old Commonwealth has always shown in education. That has been ably referred to by Dr. Hale and other speakers, so nothing needs to be said by me; but I have two reasons for being here: one is the great respect I have for the Chairman of this Division Committee. Ever since I became a member of the School Board I have been closely associated with him upon sub-committees, and if he were not here I should go further than the President of the School Board has done in telling you how much his associates on the School Board love and respect him.

My other reason for being here is that Dr. Bowditch was one of the heroes of my early childhood. One speaker has referred to the fact that he made it possible for men to navigate the ocean in safety; but he did more than that; he inspired humble minds with the ambition to become leaders in their profession. In my modest collection of books I have one that I consider the most precious work of them all; it is a copy of the epitome of navigation which my father had when he began to study navigation. I took the book from him, and began to study it when I was thirteen years of age, at the time I began to follow the sea. So it was my interest in the family of Bowditch that led me to come here to-day and join my congratulations with the other speakers upon this platform; my congratulations to the citizens of this district upon the erection of this beautiful house—the dedication of this magnificent temple to the cause of the common-school education.

Hon. Thomas N. Hart was next introduced to represent the Nation, and also as the Mayor under whom the school-house was started. He said: "When I came to be Mayor the whole idea seemed to be economy—lower taxes, and less school-houses; there came about, however, a revival in school-house matters in Boston. This school-house is built in one contract from top to bottom. I will close with the sentiment, 'the public school the glory and pride of every American citizen.'"

William T. Adams, better known as Oliver Optic, was the next speaker. He was present at the dedication of the old Bowditch School-house, thirty years ago, and was the first master of that school. He alluded to the valuable service he had performed for the city in suggesting the name of Mrs. Fifield for the School Board.

Edwin P. Seaver was the next speaker. He told some impressive incidents in the life of Nathaniel Bowditch, and reiterated the lessons of his life to the youth of Boston to-day.

Larkin Dunton was the next speaker. He outlined the qualities of the successful educator, and gave as his opinion that these qualities were possessed in an unusual degree by Mr. Hill, the principal of the school.

Mr. Putnam, President of the Teachers' Benefit Association, was the last speaker. He said :

The hour is late and the obstacles are great. I am a venerable man, but I do not claim to have been a classmate of the original Bowditch, but I do remember that in my boyhood, as I would in the early morning drive the market-wagon to the city, that I looked with awe upon the little humble dwelling where Nathaniel Bowditch was born. I looked at it again and again as I went down the street — a little low house on the left-hand side ; but it was an inspiration to look upon the place where such a man was born.

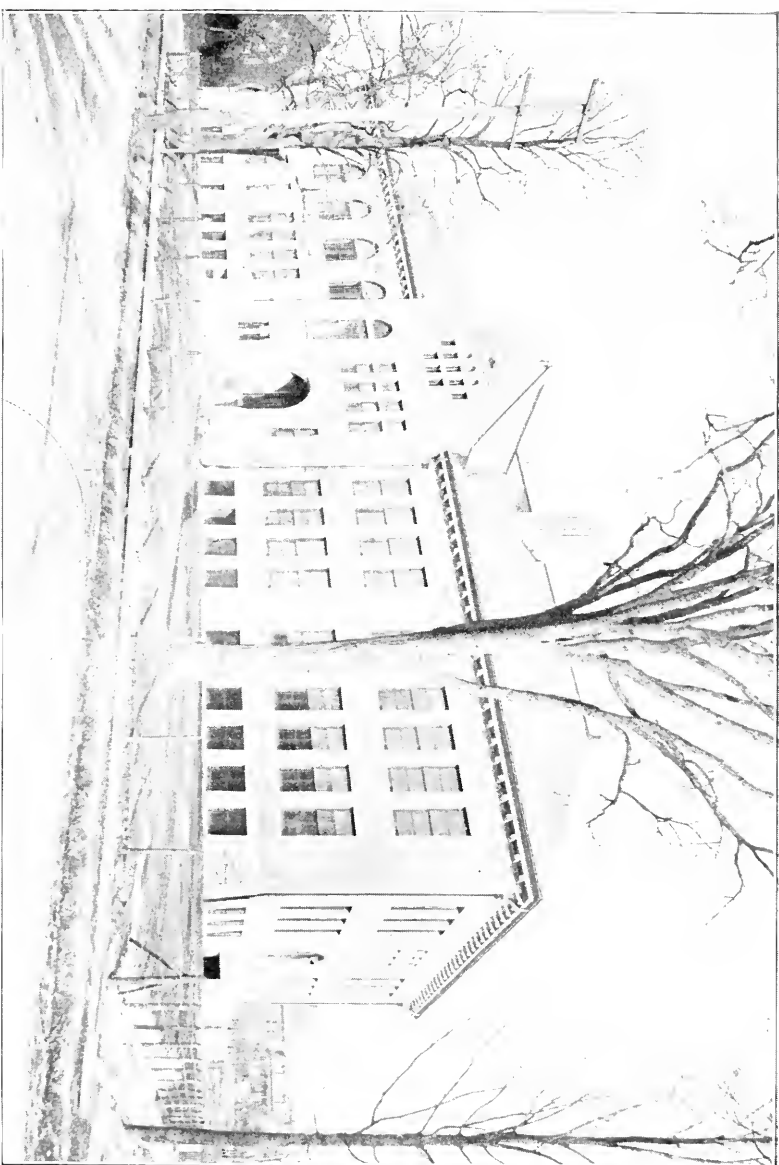
I listened to what was said of your Chairman. I have heard his praises far back of most of you. I remember forty-two years ago when my mother, as a teacher, used to come home and tell with delight all the doings and sayings of "little Capen ;" and I have followed his career with interest and delight during these forty-two years, and his sun is not yet set.

I had in my head a longer eulogy than Dr. Dunton has given for the head of this school, but I will let it pass, and say simply that if any master in the city of Boston was asked to name the one who stood highest in the esteem of the community and of his associates, no name would be mentioned in preference to Charles W. Hill.

The exercises closed with singing by the school choir.

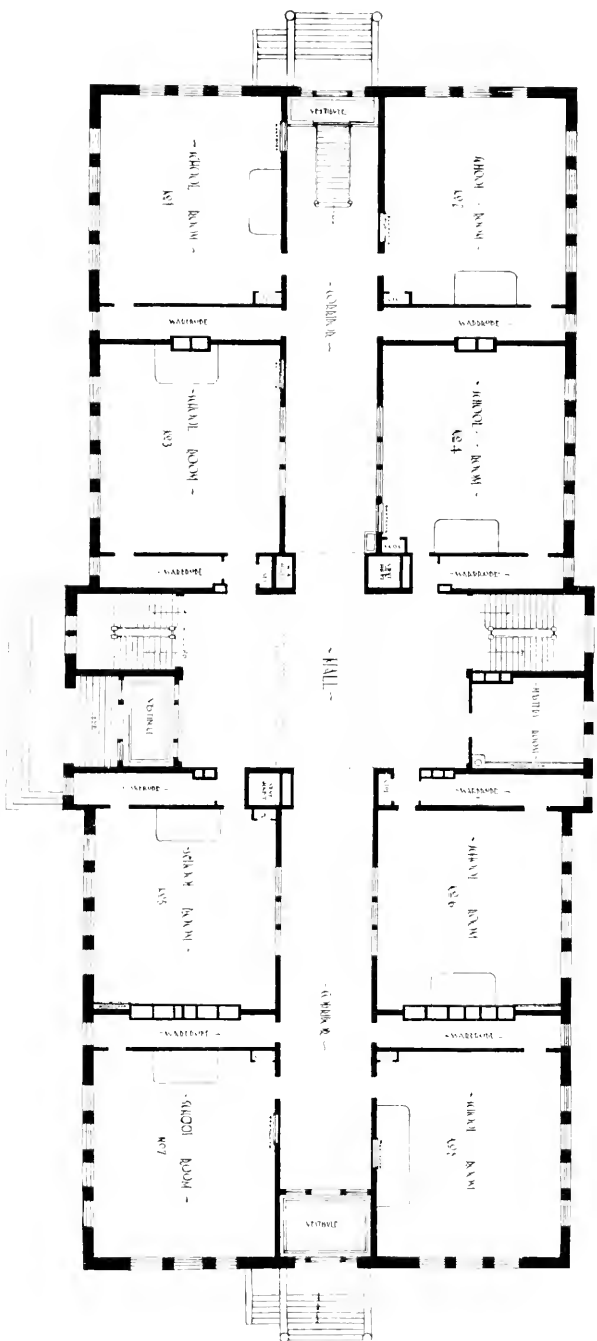
DESCRIPTION AND DEDICATION  
OF THE  
HENRY L. PIERCE SCHOOL-HOUSE.





HENRY L. PIERCE SCHOOL HOUSE.

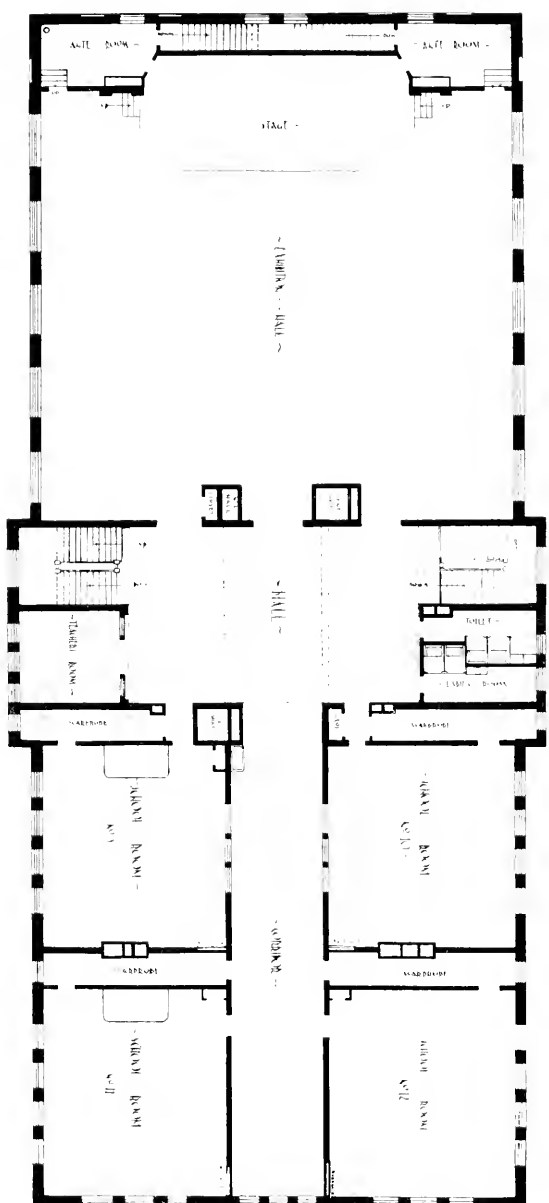




HENRY L. PIERCE SCHOOL-HOUSE.

Plan of First Floor.





HENRY L. PIERCE SCHOOL-HOUSE.

Plan of Second Floor.



## HENRY L. PIERCE SCHOOL-HOUSE.

### DESCRIPTION.

The new Grammar School-house in the Henry L. Pierce School District is located on the grounds on which once stood the historic colonial mansion occupied by General Henry Knox and Daniel Webster. The site has a frontage on three streets: Washington street, on which the building faces to the west; Welles avenue to the south, and Walton street to the north. It is a plain structure, of massive appearance, 186 feet long by 83 feet deep, and is but two stories in height, with a light, roomy basement. The outside from the basement up to the height of 8 feet is of pink granite from Milford, Mass., the same material as that of which the new Public Library is built. Above this the entire building is of Perth Amboy brick of a light salmon color, and the trimmings are of yellow Nova Scotia sandstone. The front vestibule is finished in dado work of clouded gray marble, and the outside steps are of North River flagging of fine quality.

The building contains eight recitation and study rooms  $28 \times 32$  feet, and the entire seating capacity of the building is nearly 700 scholars. One great advantage that this building has over most of the Boston school-houses is that only one flight of stairs has to be travelled to reach the most elevated portion of the building. On the first floor are the four school-rooms, large front hall, reception-room, and master's room. On the second floor are four school-rooms corresponding to those of the first floor. Here also is found

a hall  $75 \times 83$  feet, with stage and ante-rooms, and this can be reached by separate stairways, and these ante-rooms will be used as storage-rooms for apparatus for school study.

The halls are finished in hard-pine, all the timbers showing the mill-work. The remainder of the building is finished in dark ash, the walls being painted and its ceilings frescoed in handsome colors and designs.

The heating and ventilating of the building is by the Fuller-Warren improved system of eight furnaces, and is managed by electric governors. The furnaces are arranged in four groups, and everything has been done to bring these two most necessary appliances to perfection.

The stairs of iron are rubber-cushioned, and the plastering is laid on brick without lathing. This makes the building almost fire-proof throughout, and the means of egress are of the very best. The basement contains the manual-training rooms, the cooking-room for girls, with all appurtenances, and a carpenter's school for boys, with twenty-four benches fitted with tools.

The Henry L. Pierce school was planned by ex-City Architect H. H. Atwood, and is essentially as he proposed it should be. It cost about \$120,000.

#### DEDICATION.

The Henry L. Pierce School-house was dedicated Thursday, May 20, 1892, under the direction of the Committee on the Ninth Division, consisting of Mrs. Emily A. Fifield, Chairman; Mr. Richard C. Humphreys, Mrs. Elizabeth C. Keller, M.D., Mr. Thomas F. Strange, and Mr. Benjamin B. Whittemore.

The exercises opened with the following invocation by Rev. C. R. Eliot:

## INVOCATION BY REV. C. R. ELIOT.

Almighty God, our Heavenly Father, we thank Thee for this time which has brought us together in this place. We thank Thee that Thou art the source of all knowledge and wisdom and character, and we are glad to acknowledge Thee as the source of all good. We thank Thee for our schools; we thank Thee for our country of which we are so proud, and that over our schools floats our country's flag. We thank Thee that Thou hast made so abundant provision in our time for the education of the children and youth of our land. We know that knowledge must lead to wisdom, and wisdom must find her perfect work in character. May Thy blessing be upon those who are to work together in this place, with those who shall oversee this grand work in this new building in the old town of Dorchester,—here where for so many years our fathers have labored and prepared the harvests into which we, their sons and daughters, enter. May Thy blessing be with the teachers and with the children, may they grow in true Christian character, so that this city of which we are members may be made stronger and better. So, Almighty God, may Thy blessing be with the exercises of this hour, and may we be inspired by it to high thoughts and holy purposes, and may we go away determined to renew our consecration to Thy service and to the service of our fellow-men. We pray for Thy children everywhere, for our country and our schools, in the spirit of our Master, Jesus Christ. Amen.

Hon. Charles T. Gallagher, President of the School Committee, delivered the following address:

## ADDRESS OF HON. CHARLES T. GALLAGHER.

Friends, and pupils of the new Henry L. Pierce School: On the eighth of March of this year the School Committee of the City of Boston received from Mr. Wheelwright, the City Architect, an official communication stating that the Henry L. Pierce school-house in Dorchester had been completed and the same was thereby presented to the School Committee to be accepted by them as a part of the educational system; the School Board received and accepted this school-house at that time, and to-day it is my pleasant duty as the representative of the Board to welcome you to these dedicatory exercises. The duties of the presiding officer of the School Board cease when he has done that; but my interest to-day is not only that of an official connected with our School Committee, for this place brings to my mind the best and tenderest associa-

tions of youth ; my early days were spent in this immediate vicinity. My mother was born within sight of this school-house, and my father lived many years of his life immediately opposite this building ; both were joined in marriage during Dr. Codman's administration at the old church at the corner, and both, with Dr. Codman, now repose in the old cemetery on Norfolk street. And so I come to-day, not as a stranger and not simply to perform a perfunctory duty, but to join with you in thanksgiving and praise for the dedication of a new school-house in our city, especially in the town that had the honor of having erected the first public common school in the world. It is not my purpose to make you an address ; that will be done by those who follow me. It is my pleasure to-day to assign this building to its appropriate committee, and I should fail of my duty if I did not speak of this Division Committee and of its Chairman. A few days ago, at the dedication of the Bowditch school, after the exercises were over, I was asked by one of the citizens if the School Committee were in the habit of paying such fulsome praise to all its members as I paid to Mr. Capen, the excellent Chairman of the Eighth Division. I said, "No, there are but two members of the School Board to whom we pay, not fulsome, but deserved praise : one is Mr. Capen, and the other is the Chairman of the Ninth Division of the School Committee, Mrs. Fifield." I take great pleasure in stating here to-day the appreciation we have of Mrs. Fifield as a member of our Board. She honors the town of Dorchester when you send her to represent your educational interests, and we hope she will be spared to honor you for many years to come. There is no member of our Board more fully equipped or better prepared, who attends to the duties more promptly, and with so much grace and dignity, as does your Chairman, and it is especially a privilege and a pleasure for me to-day to pay her this slight tribute, and to present to her individually as well as Chairman of this committee the keys of this school. Mrs. Fifield, these keys you will transmit to the principal of the school, and he to his successor in office, or to you or your successor, and I hope you will be spared to this School Committee and to your people here for many years to keep on the good work that you have done in the past.

Mrs. Emily A. Fifield, Chairman of the Committee on the Ninth Division (Dorchester), delivered the following address :

ADDRESS OF MRS. EMILY A. FIFIELD.

It is with most grateful appreciation that I accept this trust, — most grateful appreciation of the kind words that you have spoken of me.

Our schools were never better than they are now, and a large part of their efficiency is due to the Chairman of the Board who has presided over its meetings so wisely. We are glad as a Division Committee of this opportunity to thank you for all you have done, all that you have given in time and strength and loyalty to our public schools. Friends and neighbors, the day that we have looked forward to for so long has come at last; we have taken our children from crowded rooms, from basements and corridors, and brought them together in this spacious building. When you visit the rooms and look about and see all the varied appliances for the better instruction of the children, everything that has been done in the way of new improvements, I am sure you will feel with me that the child who is so unfortunate as not to attend the public school has been defrauded of a part of his inheritance. I hope you will agree with me that there can be no better place for your children to be educated than in the public school, which is sustained and fostered so carefully by all that the wealth, all that the resources and knowledge at the command of a great city can give.

Children, I will not preach to you; that comes at the time of the diploma. This school-house belongs to you. I hope you will enjoy every moment you spend in it, and that you will never have an unpleasant memory or a disloyal thought in connection with the days that you have spent within these walls. I think as a Division Committee we ought to remember gratefully to-day the architects who have designed and erected this building, the city government that has been so liberal in providing for us, the Committee on School Houses to whom we are so much indebted, who have been indefatigable and persistent in their efforts to provide accommodations for us in Dorchester. We should express our acknowledgments to the Superintendent of Public Buildings for the constantly increasing debt that we owe him.

Mrs. Fifield, addressing the master of the school, Mr. Horace W. Warren, continued :

Mr. Warren, it is with the utmost confidence that we present these keys to you. As in narrower quarters and less favorable surroundings this school has risen to a high position, so we feel quite sure that under your care, and with the able corps of teachers associated with you, with your experience and well-known ability, it will rapidly become one of the very best of our schools, if not wholly unequalled. May you live many years as the master of the Henry L. Pierce School.

Mrs. Fifield, turning to the audience, continued :

And now if you will give us your full confidence, your generous and hearty support, we will promise to make this school a power in this community, and a pride and glory of our free public-school system.

RESPONSE OF MR. HORACE W. WARREN.

I feel deeply the responsibility which I accept in receiving these keys. From such responsibility I should shrink, if I were to bear it alone. But your wise foresight—with the cordial coöperation of your associates on the Dorchester Committee—has provided for our school an exceptionally earnest, faithful, and harmonious corps of teachers; and I am glad to remember at this time, and at all times, how willing they have been, and are, to share in the work and responsibilities, as well as the privileges and rewards, of our school life.

I should fail in my duty at this time if I did not bear earnest testimony in behalf of my teachers and school, and for myself, to the unceasing interest which you have shown in our work and its best results; to your wise and kind advice; to the stimulus to our best efforts which we have had in your cordial sympathy and approval. We are glad to know and to remember that you have frequently referred to this as *your* school; and that the characteristics of this building, which distinguish it from all other school-houses in this city, are due mainly to your suggestions and wise planning.

We desire to express also our sincere gratitude to the Chairman of the Committee on School Houses for his unremitting care, for his patience and long-suffering in listening to our long catalogues of urgent needs, and for the time and strength and efficient influence which he has given in supplying these wants.

We remember also that our school bears an honored name, and that to the great generosity of him whose name we bear, we are indebted for the excellent portraits of New England's great statesman, and of the Boston boy who became the "Father of American Artillery" and one of the most skilled and trusted Generals of the Revolution.

We appreciate this beautiful building, so wisely and liberally adapted to our needs. Our experience for the last five years enables us vividly to recognize and welcome our present advantages.

We pledge our most earnest efforts to make our school worthy of its dwelling-place.

With God's help, and trusting in Him, we will strive to attain to the high standard of excellence which we believe should belong to the Henry L. Pierce School.

Mrs. Fifield, in introducing Mr. Richard C. Humphreys,

said that ever since there had been a Dorchester, there had been a Humphreys, and they were always acting in every good work, in schools and churches. They looked out for the poor and needy ; they care for the living, and look out for our property when we are dead.

#### ADDRESS OF MR. RICHARD C. HUMPHREYS.

I occupy this position this afternoon because I always do as Mrs. Fifield tells me to.

We have come together this afternoon to dedicate this building to the high and noble purpose of educating the young, and let us ever bear in mind that it is not simply the development of the intellect that is to be accomplished here, but also the heart, the character, the life. As I came into this beautiful building I contrasted it with the first school-house built in Dorchester ; yes, the first free public school in the world. It was smaller than the smallest school-room in this building, and cost by contract \$107.35 (rather poor pickings and stealings for the officials of these days !). I also contrasted it with the school-house in which I attended school, built before the annexation of Boston to Dorchester — before Boston felt the need of being put under the guardianship of Dorchester.

I am happy to-day in the thought that the School Board of Boston has done itself and the city the credit of naming this building in honor of our friend and fellow-citizen, Hon. Henry L. Pierce.

It is an honor. I would rather have my name inscribed on a public-school building than to have it emblazoned in letters of gold on the most costly monument you can imagine. The monument might stand for ages, but the stranger would ask : What does it mean ? What does it teach ? For what was it built ? and it would be silent ; but so long as this edifice shall last, future generations may gaze at its beautiful walls and ask : For what was it built ? and it will not be silent, but will answer : For education, for development, for the uplifting of humanity. And not simply the development of the intellect, but the moral and physical development and growth.

Friends, we are here to-day to dedicate this building, and let each one of us try to realize what it means. This building shall stand for the training of the head, the heart, and the hand. We congratulate you, friends, parents, and scholars, on the completion of this grand, magnificent building, and yet plain in many ways, and with perfect appointments.

I congratulate you, parents, teachers, and scholars, upon this grand and imposing building and upon these beautiful paintings. I want you to know who it is that has given them to us, — yes, to us; to you and to me, and to all who come within these walls. Many years ago — long before the War of the Rebellion — I knew Henry L. Pierce. I knew him in the anti-slavery struggle, when it cost something to stand up and be counted as the friend of the slave. I knew him as Mayor of this city, and a noble and successful administration it was. I knew him as our Representative in Congress, and whenever his voice was heard in the halls of legislation it was on the side of a pure and true patriotism and a broad and liberal statesmanship. I have known him in these later days as a true and devoted citizen, a friend of the poor and unfortunate. But, friends, do not for a moment think that I am praising him. He needs no eulogy from me. He needs no words of praise in this presence. I do want, however, the children of this school to realize the honor that has been conferred upon them and to whom they are indebted for these historical paintings. Let us listen for a moment to what the orator and statesman, Daniel Webster, said: “We live in the past by a knowledge of its history, and in the future by hope and anticipation.” These pictures have been placed here by our friend, not simply to adorn this building, but rather as an object-lesson in history. They are put here that the children for ages yet to come who gather in this hall may be inspired to a truer patriotism, a more consecrated love of country, a more devoted desire to commune with the great and good whose lives of self-sacrifice to the best interests of this country have made it what it is, and that the influence of these lives may so enter into the pupils’ minds as to better prepare them for the work of life.

To you, teachers, let me say, that with this beautiful building, and all its appurtenances, there come greater opportunities and greater responsibilities. I know what the work of the public-school teacher is. During the last four years I have learned to appreciate the faithful and self-sacrificing work of the public-school teacher, and I know that to-day you wish to do your part in the dedication of this building, and in no way can you do your part better than by reconsecrating yourselves to the work for which this building has been erected, — that of developing the intellect, the heart, and the character of the child. I know the influence which you exert upon the scholars with whom you are brought in contact; and let me again turn to the orator and statesman for his testimony on that point. Daniel Webster said: “If we work upon marble it will perish, but if we work upon immortal souls, if we imbue them with principles, with the fear of God and the love of their fellow-men, we are engraving upon those tablets something that

will brighten for all eternity." Let us then, friends and teachers, do what we can truly to consecrate this building, and let me say to you, teachers, if you will but reconsecrate yourselves to this work of uplifting humanity, of teaching the young immortal souls, you will do more towards truly dedicating this building than any word of minister, statesman, or orator can do. Let each one of us resolve to-day that we will do all in our power to influence the rising generations to a true purity of thought, a purity of life as well as the development of the intellect; then shall we be doing our part toward the dedication of this building, our part in making this day — in making the consecration of this building a true and noble work.

MRS. FIFIELD. — In no better way can I introduce the next speaker than by reading a letter from President Walker, of the Institute of Technology.

MY DEAR MRS. FIFIELD: I am sorry that I cannot join in the exercises of dedicating the Henry L. Pierce school-house, both to express my interest in the equipment of our city with healthful school-houses, and to express my profound respect for that noble and high-minded citizen whose name that building is to bear. No name could better illustrate to the children of Boston and of Dorchester the fruits of moral courage, public spirit, and devotion to duty.

Faithfully yours,

[Signed]

FRANCIS A. WALKER.

May the Honorable Henry L. Pierce live many years to be an inspiration to the children of this building, and that he may always see it consecrated to the ends asked for by Mr. Humphreys is certainly our sincere wish. I take pleasure in introducing to you Hon. Henry L. Pierce.

#### ADDRESS OF HON. HENRY L. PIERCE.

I am deeply sensible of the compliment which has been paid to me, in the name given to this school, and to the noble building now being dedicated to its use. I cannot help feeling somewhat embarrassed, however, in taking part in these services. I have always felt and expressed a doubt as to the propriety of naming public buildings for living persons. To me it has seemed better that a man's life should

be rounded out to completion before such an honor was conferred upon him.

It would be ungenerous, however, to criticise the action of the city authorities in this case. I can only hope that I may so bear myself during the remainder of my life as not to bring discredit upon my sponsors.

I have what might be called an inherited interest in the cause of education. My father devoted twenty of the best years of his life to teaching in the public and private schools of the neighboring towns of Milton and Stoughton. It is now forty-three years since he removed from Stoughton to the town of Dorchester, — to the house in which I now live, — and from that day to the present I have taken a more or less active part in the affairs of this community, among the most important of which the maintenance and development of our public-school system must ever be regarded.

It is here, we are told, in the ancient town of Dorchester, that, for the first time in the history of the world, provision was made for a free school, by direct tax on the inhabitants of a town. The history of our public schools contains many facts, which it would be interesting to recall, on such an occasion as this. It is just one hundred years ago this spring that the town was divided for the first time into school districts, or wards, and for the first time, also, in that year, a special census of the children under fifteen years of age was taken, and entered on the town records. The total number of children under that age was 552, and the total appropriation for school purposes appears to have been £120. Those were indeed the days of small things. Now there are about one thousand pupils in this district alone. But I will not venture to occupy your time in recalling historical facts, which I doubt not are more familiar to some of you than they are to me.

To my young friends here present, and to all who shall within these walls receive that instruction and discipline upon which their success in the world so much depends, I have only words of encouragement and hope. Speaking from the experience of a long and busy life, I urge you to make the most of the opportunities placed at your command. The words my father used to have me copy, when teaching me to write, "Opportunities neglected cannot be regained," are as true now as then. I urge this strongly, because after your school days are ended, and you have joined the ranks of the workers, you will find little, far too little, time for the cultivation of your intellectual powers.

The teachers to whom this important charge is now committed are to be congratulated upon the complete provision made for the prosecution of their work, and for that spirit of harmony and coöperation which I

am assured binds them together, and without which the best results cannot be achieved.

My friend, Mr. Humphreys, has referred to the portraits of Webster and Knox, which have been placed here to commemorate the fact that those distinguished men once lived on this spot. General Knox came here to live in 1784, just after the close of the war in which he had taken so conspicuous a part. Daniel Webster lived here for a short time, about the year 1822. I am not sure of the exact date.

It is eminently fitting that the effigies of these men — both of them self-made men — should be placed before the children who come here to be educated. Knox was not only one of the foremost soldiers in the war which secured our independence, but he took a leading part in the formation of that Union of which Webster was the eloquent defender.

It gives me pleasure to state here that the original suggestion which led to the presentation of these portraits came from Mr. Humphreys.

I thank you, ladies and gentlemen, for your cordial greeting, and I thank the School Committee for the great honor they have done me.

MRS. FIFIELD. — The next speaker on our programme is claimed by Jamaica Plain. I have just had suggested to me that he is claimed by South Boston as having once lived there; but by all ties of birthright and kinship he certainly belongs to Dorchester, and, if you know all the wisdom and sagacity and energy and persistency (this is not fulsome praise) that is represented here in that one man, you would feel as I do that he might be shared with all Boston; there is enough to be spread over the whole city. A few weeks ago he introduced a member of the School Board as "an all around woman;" she is very happy this afternoon to present him as a "perfectly square man."

#### ADDRESS OF MR. SAMUEL B. CAPEN.

It was my privilege last month to present the Chairman of the Ninth Division Committee, who is also the secretary of the Eighth Division Committee, to an audience at Jamaica Plain when the Bowditch school-house was dedicated, and I had the pleasure of saying that if she had not been present I should have said that she was an "all around woman," could serve on more committees than any one else I knew of, and do it well; that she was more punctual than the clock, and could

make a speech as good as any two ordinary people. She proved it there to the satisfaction of all our citizens, and she has proved it again to-day. She said then she would be *even with me*; she is as good as her word; she always comes out ahead.

It is a very great pleasure for me to stand here this afternoon as a grandchild at least of Dorchester, between the *head* of the School Board (Mr. Gallagher) and its *heart* (Mrs. Fifield), to tell you how much the School Board honors Mrs. Fifield for her own and her works' sake.

As I have been sitting here this afternoon listening to these addresses, and looking around over this audience and at this beautiful building, I have been wondering what the old original Bernard Capen, the progenitor of all the Capens in New England, would say if he should rise from yonder graveyard, where he has been buried two hundred and fifty-five years, and see all this elegance! I wonder what his son John, who for fifty years seems to have filled all the offices, and who probably helped to build the first little red school, would say to what he would call a palace! Nor is it necessary to go back so far for a comparison. As late as 1830 an uncle of mine, still living, went to a one-story, single-room school-house situated up a long yard nearly opposite Roswell Gleason's store and shop. Master Vose ruled there, and is said to have ruled with a rod when he felt like it, and would play ball in the school-room over the heads of his children when that was his humor. I wonder what the School Board would say to you, Mr. Warren, if they should catch you playing ball in one of these rooms in school hours! I have a floor-plan of that school-house of sixty years ago, but no picture of the exterior. But I have procured one of a typical New England school-house of the early period which I will present to you for your office, that you may be sufficiently grateful that you were born in the nineteenth rather than in the seventeenth or eighteenth centuries.

The contrast between the little red school-house with its one room so bare and plain, with this modern building and all its conveniences, is but a type of the changes in everything else about us and the magnificent progress we have made. And what is the explanation of all this, and the reason that this city took such high rank at the very first and has maintained it to this hour? Why has Boston been the centre of so many of the best things, a leader in so many reforms? It is because of the high character of those who laid its foundation. Everywhere they planted the church and the school-house, knowing well that without these no nation can long be secure. We are enjoying the blessings of this hour because of the grand men and women of the generations who have preceded us; and because of all this have we not a responsibility

to be faithful in our turn to our trusts that we may pass on the inheritance to our children even better than when we received it?

Mr. Warren, after all that has been said to you to-day, I need add but a single word. You may remember when the Bowditch school was dedicated last month that one of the speakers went back forty-two years to make a point upon the Chairman of the Eighth Division. I think this is my opportunity to get even by making you the victim. Let me say then that I have known you well ever since you were fifteen years of age, and have had every opportunity to know what stuff you are made of, and I am glad to say that I never knew you to do a mean thing or shirk any duty or responsibility. I believe you will be true in the future as in the past. I am sure you will never forget that character is more than intellectual progress, and that what these parents want more than all things else is to see their boys and girls trained to the highest manhood and womanhood. We know well the fine corps of teachers who are to share with you in this glorious work. May you together try to inspire these scholars with the noblest purposes. Encourage them to read that which is uplifting, and warn them against evil companionship. Teach them patriotism and what the stars and stripes mean, and what it cost our fathers to make us free.

Boys and girls, pupils of this school, may I say that there was never so grand a time in all the past as now to live. The whole world is ours, and influences for good and evil reach around the world. And do you want to know where the place of duty as well as the place of safety is? It is out in the thick of the fight, somewhere with some grand purpose in your heart and life. Never consent either to a life of indolence or selfishness, but with some noble aim consecrate yourself to the purpose of making this world better because you have lived in it. Be satisfied with nothing short of that which is truest and best. Let the goal of yesterday be the starting-point of to-day. Make the words of Socrates your own: "Not only is he idle who is doing nothing, but he is idle who might be better employed."

MRS. FIFIELD. — Rev. Mr. Horton once said, at a meeting where some one was narrating the proper and necessary virtues for a school committee man, that nobody said anything about ministers. Lawyers and doctors were spoken of, but it was evident that ministers were in the background. It is not now the custom to elect ministers on the School Board as formerly, but I do not see why they should not be elected, for they certainly take quite as much interest in what is

going on in the community as any one. Certainly no one has shown a greater interest in all the activities of Dorchester than Dr. Little, whom I take pleasure in introducing to you.

ADDRESS OF REV. ARTHUR LITTLE, D.D.

The recent completion and the dedication to-day of this beautiful edifice is the consummation of long-cherished and long-deferred hopes. There was a time in the earlier part of the construction of this building when one of us thought that the writer of the Gospel of Luke must have had it in mind when he was preparing the parable where he spoke of the man who began to build and was unable to finish; and we were very much afraid it would go into history alongside the Washington monument and more recently the Grant monument in New York. Wherever I called I heard the question asked, Why is not this building done? It reminded me of the question so often asked at one stage of the war, Why doesn't the Army of the Potomac move? But we knew that public functionaries never answered our petitions, and so we waited the issue patiently; at length they have presented to us in Dorchester the most beautiful of any of the school-houses of Boston, and so we excuse the delay. We are glad to be here to-day and share in the joy and gladness of this hour: we believe the school-house is one of the greatest forces for good in the community and in the world. Old John Adams once said that the meeting-house and the school-house and the training-field were the scenes where American Independence was born. The more we foster the things that centre in the school-house the less occasion we shall have for the training-field. I was reading this afternoon, among the papers of James Russell Lowell, an essay on New England two hundred years ago, in which he paints a graphic picture of the old school-house, and expresses some wise thoughts on its influence in New England. He maintains that the public-school system, as we have it here, is purely a discovery of the Puritans, though there was something akin to it which they saw in Holland. It is peculiar, he intimates, in this: they were the first to appreciate the fact that knowledge is not an alms to be made dependent upon charity, but is rather a sacred trust which the Commonwealth owes to every one of her children; the first public school was the first trench thrown up against the inroads of monopoly in Church and State. It was, Lowell says, a foregone conclusion when, in 1643, the General Court of Massachusetts established common schools, that the revolution must come, and moreover the first row of pot-hooks which the little Ephraims blurred across their copy-books was the preamble of the Declaration of Independence. Lowell,

I think, was right. You remember the Duke of Wellington, once addressing the boys at Eton, said: "The battle of Waterloo was fought here," by which he meant that the boys who had been accustomed to resort to Eton for their early education, received a discipline and a training that made of them the men and the heroes that they were in that great and decisive battle of the world. What he said there may be said throughout the length and breadth of our land to-day. The splendid series of battles which ended in the surrender of Lee at Appomattox Court House were fought in the school-rooms; the boys learned in the school-rooms north of the Mason and Dixon line one set of ideas and south of it another, and when the time came these two ideas could not dwell together in peace. What is true of these bloody battles is also true in the moral and spiritual realms, where the hardest battles are fought.

We have so long spoken of the school as the common school, it is so free, that I fear we do not remember what it cost: we do not begin to appreciate its value. Here are the forces which are moulding and shaping the men and women who to-morrow will have their hands on the affairs of Church and State. When I went to school in New Hampshire the only carving the school-room had was that done with a jack-knife by my predecessor; it was thought to be wrong when I was there, and so I did not indulge.

You remember the story of Webster, how he fell on his father's neck and wept when his father told him that he had found it possible to send him to college: you have read the story of his going to Dartmouth College. Now, there are boys in Harvard College who cannot begin to spend the money which their fathers in Chicago and elsewhere send them every year. But, let me tell you, they do not stand a bit better chance of being Daniel Websters than you do if you are a poor boy and have to work for your living. There is no royal road to the eminence that Webster attained: it is hard toil. When Webster was at Exeter, the day came when he was to leave his class for a higher one, and the principal quietly said to the class that Webster was leaving, "Boys, you will do well to take leave of young Webster to-day, you will never overtake him." — and they never did. It was not because Webster was so remarkable, but it was because he valued above all else every opportunity, however meagre, to equip his intellect and heart for the great place that he afterwards filled in the American republic. Boys, do not try to be Daniel Websters, that would be folly, but do try, as he would have tried with your beautiful appointments and building, to make the best of them.

The following Dedication Ode was sung by a choir con-

sisting of the boys and girls of the first and second classes of the school.

#### DEDICATION ODE.

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Words by JOHN KNEELAND, *Supervisor of Schools.*

Music adapted by LEONARD B. MARSHALL, *Special Instructor of Music.*

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Not by magic art these walls ascended,  
 But by brick on brick, and stone on stone;  
 Careful thought and patient labor blended  
 Wrought the perfect structure here as shown.

So the cause to which we dedicate it,  
 Claims inspiring thought and skilful hand, —  
 Work so true we cannot overrate it,  
 Daily done to meet each day's demand.

Here our youth, their wond'rous powers unfolding,  
 Day by day shall richest wisdom gain,  
 And to truth and right and good e'er holding,  
 To a fuller, stronger life attain.

Lord, above! all life, all good possessing,  
 On whose favor all our hopes depend,  
 Grant, oh grant thy full, abiding blessing;  
 Here, to all, thy gracious aid extend.

Mr. Benjamin B. Whittemore was the next speaker. He congratulated the district of which he is a citizen upon the completion of the new school-building. He spoke of the importance of discipline and the value to a republic of the free-school system.

Mrs. Fifield expressed regret at the absence of Mr. Ellbridge Smith, so long the well-loved master of the Dorchester High School, who had done so much to mould the lives of many present. It was to his suggestion that the school was indebted for the knowledge that the new building stood on ground so rich in historical significance.

Mrs. Fifield stated that Governor Russell was unable to be present. She introduced Mr. Fred G. Pettigrove as a representative of the State.

Mr. Pettigrove said the Governor of the State believes in the common-school system, and there never has been a Governor of this State who did not. He said, "Every one who has spoken here to-day is, in some way, connected with Dorchester, but I am not. I belong in Charlestown, and I think Bunker Hill is good enough for any American citizen. The School Committee does not run the schools: it is the people back of the Committee who are the real autocrats."

Superintendent Seaver was the next speaker. He recalled many personal incidents connected with his early school days, and recited at length interesting reminiscences.

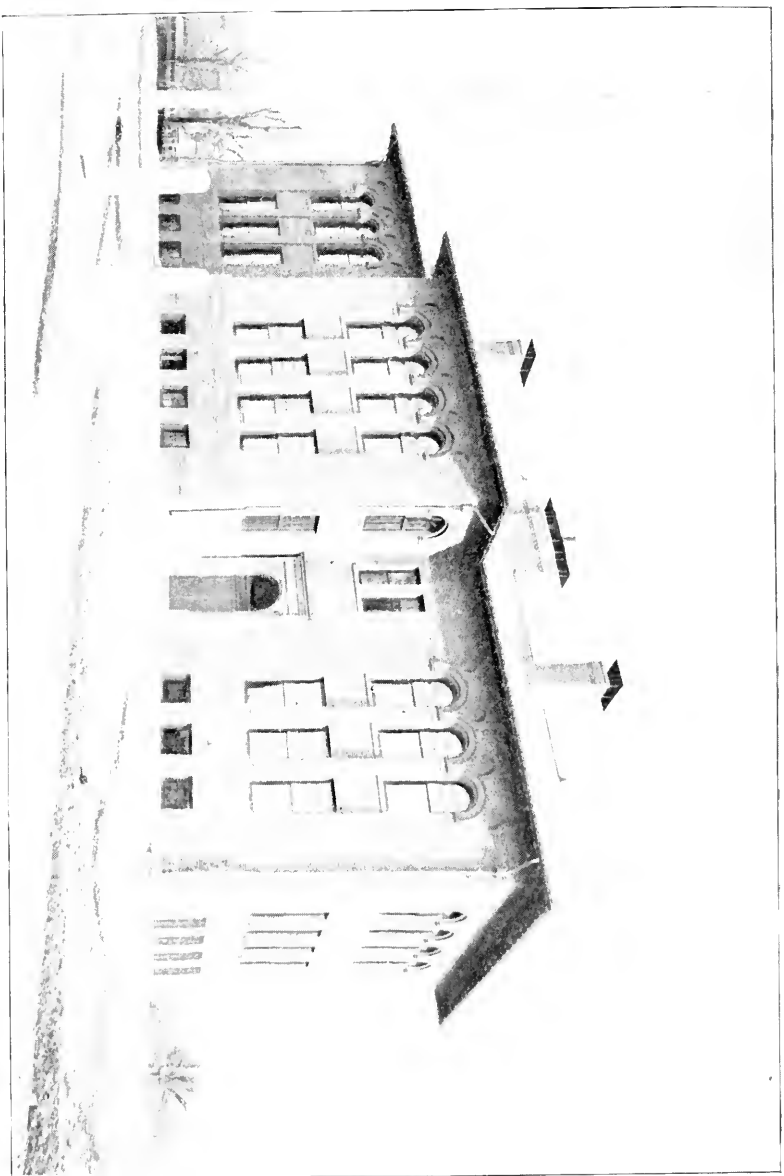
Supervisor John Kneeland was the last speaker. He outlined at some length the rapidity with which the school districts had grown, and told of the increasing interest which was being taken in public instruction. In closing, he made an eloquent appeal to the pupils to present as the result of their lives the best that was attainable in character and conduct.

The exercises closed with the singing of the song "Now the Evening Hour."



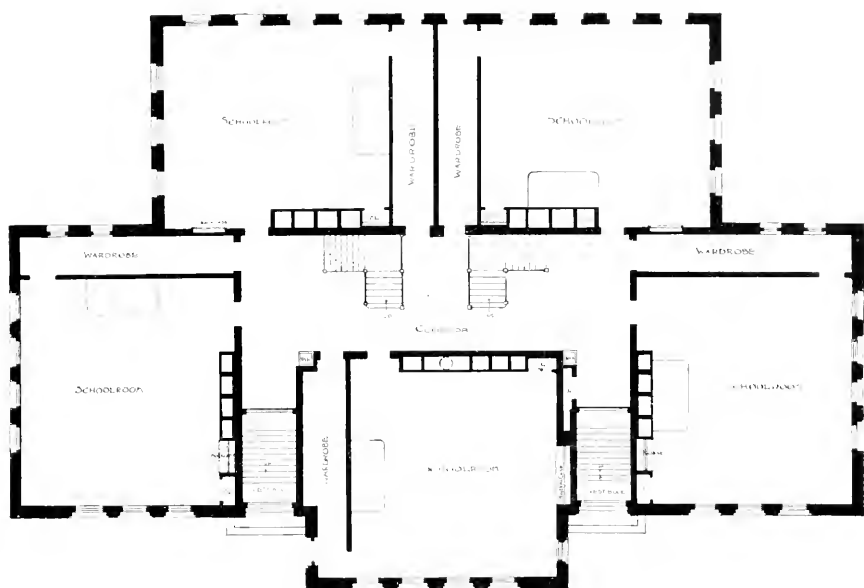
DEDICATION  
OF THE  
ROBERT G. SHAW SCHOOL-HOUSE.





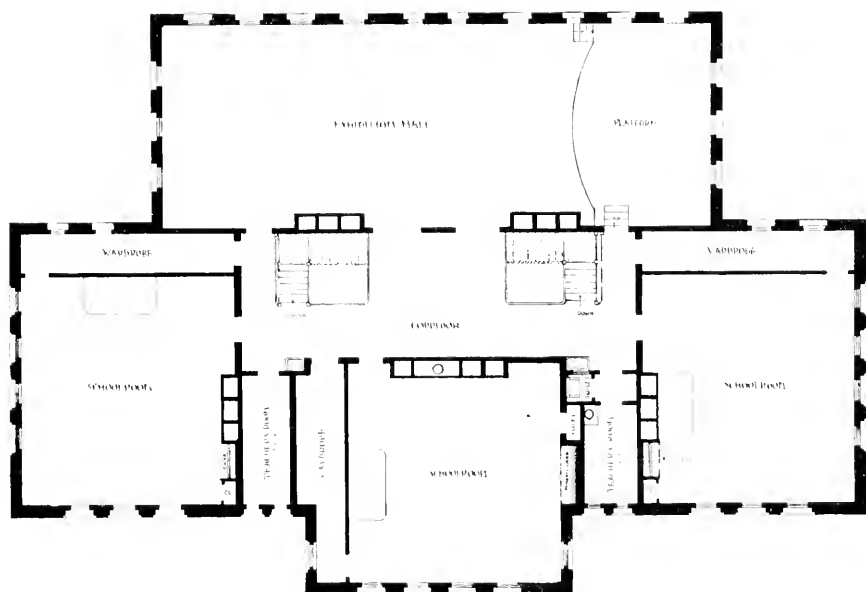
ROBERT G. SHAW SCHOOL-HOUSE.





ROBERT G. SHAW SCHOOL-HOUSE.

Plan of First Floor.



ROBERT G. SHAW SCHOOL-HOUSE.

Plan of Second Floor.



## ROBERT G. SHAW SCHOOL-HOUSE.

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The Robert G. Shaw School-house was dedicated Friday, November 4, 1892. The exercises were under the direction of the Committee on the Eighth Division, consisting of Mr. Samuel B. Capen, Chairman, Mr. Simon Davis, Mrs. Emily A. Fifield, Mrs. Elizabeth C. Keller, M.D., and Mr. John J. Kennedy.

The school children marched to their places. The exercises opened with the following

### INVOCATION BY REV. FRANK W. PRATT.

O God our Father, as we gather here together let Thy blessing rest upon us. Fill our hearts, we pray Thee, so full of Thy spirit, that we may understand that all our noblest efforts, our best achievements, can never be complete except as we bring them in loyalty and trust to Thee. And so we come to-day as Thy children, bringing to Thee Thy gift, and we ask Thee that Thy blessing may rest upon us in this hour.

We thank Thee for the care and the work of all those who have brought this building to completion. May its erection teach this nation of ours that the mighty safeguard of this broad Republic of which we are so proud must be in the erection of institutions and the strengthening of institutions like this.

O God, we pray Thee that more and more this nation of ours may forget its petty selfishness and strivings, and learn to bring up its children to a manhood and womanhood worthy in Thy sight. And, O Father, we thank Thee for all those who are devoting their lives to the leading of the young to a surer knowledge and a completer culture. Be with those, we pray Thee, who gather here day after day to teach those who come to them. Put it, we pray Thee, deep down in their hearts, that they may understand that they are truly Thy servants, Thy servants helping to bring about Thy kingdom of heaven here on earth. Day by day may they consecrate themselves anew. Day by day may they feel more fully and more truly that they are indeed servants of Thee, bringing about Thy truth and Thy righteousness.

We thank Thee for the life of him whose name is to be inscribed upon the outward walls of this building, thus erecting this building as a memorial for him. When we think of him as he went forth in his young manhood, full of his bravery, of his self-sacrifice, truly our hearts must mount up with adoration. That same story, the story which he has told, has been told over and over again; but his story brings with new force into all our hearts these stories which are sad, as his was sad, but running all through their sadness a mighty inspiration. So we thank Thee that we can erect this building as a memorial to him. Oh, make us fully realize, we pray Thee, that this can be a fitting and true memorial only as the school instils into the hearts of the young people who come here a true and conscientious and intelligent love of country, and a desire for the truest and noblest life. If the fire which was in his breast is kept burning here, and Thy love and Thy light shed down upon it, surely this will be a fitting memorial. May the story of patriotism, the story of faithfulness, the story of integrity, be told over and over again here in the hearts and in the lives of those who gather here.

Most of all, we pray Thee, O Father, to make us feel, to make us realize, in our very heart of hearts, that all our study, all our knowledge, all our culture, has not reached its highest use until it has led us to Thee. Unless with our intellectual development we can catch some fuller vision of Thee and Thy life, surely we have not attained its fullest use. And so we pray Thee most of all, our Father, that these children, as their minds are opening to new facts, and new truth, and fuller culture—that their minds may open to an ever fuller realization of Thee and Thy life; that they may be brought into a closer and more loving companionship with Thee; that as their intellectual life is mounting up, so may their spiritual nature mount ever higher and higher, till they may feel, in a real and living way, that Thou art truly the life of their lives, and the strength of their strength.

Thus, O Father, when we feel that Thy spirit is with us, we truly feel that Thy blessing rests upon us. In Thy presence we dedicate this building to Thee, in memory of a true son of the nation and a child of Thine. In Thy name we dedicate this building to Thee, for the enlightenment of human souls, souls even yet to be born. We dedicate this building to Thee for the advancement of Thy kingdom here on earth, and we do it all as disciples of Thy Son, Jesus Christ. Amen.

MR. CAPEN: We all of us regret that the President of the School Board could not be with us this afternoon to take his part in these exercises. But I want to say, in his

absence, what I should have gladly said in his presence, how much the city of Boston owes to Mr. Gallagher for his long service upon the School Board. Chosen in 1880, for twelve years he has faithfully performed the duties of his office. I know something of what this service has meant to him, of sacrifice of time and labor. I hope he may see his way clear to continue to make this sacrifice, and place the people of this city under a new debt of obligation.

Turning to Supervisor Ellis Peterson, Mr. Capen continued :

In his absence, sir, there seems to be an especial fitness in having you present these keys. You are the senior member of the Board of Supervisors, and the one who for many years has had the special charge, among other things, of the schools of this district. I am glad to have the opportunity to say publicly that we feel that we are largely indebted to you for the present high standard in our schools. It is proper, also, to say that the report of the Board of Supervisors of last year, which was received with such universal commendation and approved by all interested in education, was written by you.

Mr. Peterson read the following letter from Hon. Charles T. Gallagher, the President of the School Board :

#### BOSTON PUBLIC SCHOOLS.

ROOMS OF THE SCHOOL COMMITTEE, MASON ST., Nov. 4, 1892.

MY DEAR SIR : It is with sincere regret I write, at almost the last moment, to say that my professional engagements make it impossible for me to be present at the dedication of the Robert G. Shaw School, to deliver the keys to the Chairman of the Eighth Division Committee. My regret is, not only because it is a part of my official duty to attend to such matters, but because the people of that section should be congratulated that, after so many years of neglect by the city government, they now have one of Boston's best school buildings; and, further, I should like to congratulate them because they have so able and efficient a representative as Mr. Samuel B. Capen, whom they know better than I can describe, and through whose exertions almost entirely our new school accommodations have been obtained in the past few years. Nobody knows better than I do the untiring zeal and devotion

which he has shown in every department of school work, but especially the energy that he has shown in providing for Boston school children who have been without needed accommodations. It will be an unfortunate day for us and for the city of Boston when we shall no longer have his valuable services as a member of the School Committee.

In my absence and in the absence of Mr. Seaver, the Superintendent of Schools, I will ask you as Senior Supervisor kindly to perform the duty of delivering the keys of the building to the Chairman of the Eighth Division, who, in his turn, will deliver them to the master in charge, to be by him delivered to his successor in office. Express my sincere regrets to the people present that I cannot be with them.

Yours very truly,

CHAS. T. GALLAGHER,

*President of the School Committee.*

ELLIS PETERSON, ESQ.,

*Senior Supervisor of Schools.*

Mr. Peterson spoke as follows :

#### ADDRESS OF MR. ELLIS PETERSON.

MR. CHAIRMAN: On account of the enforced absence of President Gallagher, of the School Committee, I have been suddenly called upon to take his place — a place that I cannot fill. But the duty which I must perform is simple and direct. It is, without unnecessary remark or comment, to present to you, from the School Committee, the keys of this new school-house.

Before handing them to you, I should make two remarks. First, the School Committee, supported by the generous city government, have endeavored to build substantial and tasteful school-houses, here and in other districts of the city, large enough and rapidly enough to accommodate the increasing number of pupils. Of late, the School Committee have built more school-houses than usual. Why is this? Every one except the Chairman of the Eighth Division Committee knows that it is the Chairman of the Committee on School-houses who gave the impulse to this good work, and who labored in season and out of season for its accomplishment.

Nor ought I to perform my simple duty without congratulating you on your fortunate selection of a name for this building. Gentle, tender-hearted, patriotic, a lover of mankind, courageous, Robert G. Shaw gave himself to his country and to the great cause of freedom and union. He has been, and will forever be, celebrated in song and in story.

" Right in the van,  
 On the red rampart's slippery swell  
 With heart that beat a charge, he fell  
     Forward, as fits a man;  
 But the high soul burns on to light men's feet  
 Where death for noble ends makes dying sweet."

In accepting the keys Mr. Capen delivered the following address :

ADDRESS OF MR. SAMUEL B. CAPEN.

NEIGHBORS AND FRIENDS, — My first word is one of congratulation. I remember well when I came upon the School Board, nearly four years ago, that one of the first things I discovered was that the Grammar School building in this district had the reputation of being in a very dilapidated condition, and it fully deserved its reputation. The Primary scholars were in a hall lighted poorly and ventilated worse. Since then we have repaired, thoroughly, the old building, into which the Primaries have already entered, and this new building, with its Manual Training and Cooking rooms, and all the modern conveniences, has been provided with a lot sufficiently large to allow of future growth. Last, but not least, you have the tallest flag-staff upon any of the schools in the city. We rejoice together to-day.

But with the new building and its better opportunities comes increased obligations. And, first, there is a new responsibility laid upon the *community*. It is for you to exalt the public school in your own midst. You can show your interest by coming here from time to time, and speaking words of encouragement and helpfulness to these teachers. It will lighten their burdens, and enable them to do better service. You can especially show your interest by placing your own children here. Some of you may have felt compelled in the past, on account of the poor accommodations, to send your children to private schools; but there is no longer such a necessity. I shall never forget the brave and earnest words that Bishop Brooks spoke more than five years ago, at a time when they were very much needed, urging upon all the patriotic duty of sustaining the public schools. As has been said a hundred times, there are few things more dangerous in this country than class distinctions: there is hardly anything which tends so thoroughly to break down this barrier as the public schools, where the children of the rich and the poor meet together upon the same level.

And, teachers, you, in turn, have a new responsibility. It is an oft-quoted remark of one of Mr. Seaver's predecessors, Superintendent Phil-

brick, "Given good teachers, and what next?" and the reply was "There is no next." By which he meant to say that when you have teachers with high and lofty purposes, who themselves are the embodiment of all that is noblest and best, who are enthusiastic to make the most of those committed to their care, then, whatever the surroundings, let the room be ever so bare, that school must be a power for good in the fullest meaning of the word.

Bishop Potter, in his sermon at the consecration of Phillips Brooks as bishop of the Episcopal Church in Massachusetts, thus affectionately described a quality in him which more, perhaps, than any other, has contributed to his remarkable success as a preacher:

"He who has endowed you with many exceptional gifts has given you one, I think, which is best among them all. It is not learning nor eloquence, nor generosity nor insight, nor the tidal rush of impassioned feeling, which will most effectually turn the dark places in men's hearts to light, but that enkindling and transforming temper which forever sees in humanity, not that which is bad and hateful, but that which is lovable and improvable, which can both discern and effectually speak to that nobler longing of the soul, which is the indestructible image of its Maker. It is this — this enduring belief in the redeemable qualities of the vilest manhood — which is the most potent spell in the ministry of Christ, and which, as it seems to me, you have never for an instant lost out of yours."

Teachers, at the dedication of this new school building may I not urge that we try to catch more and more of the spirit of this thought and work it out in our lives; that we try to discover that which is best in our scholars, and then inspire them to the development of all that is pure and ennobling. It is because I know so well the high character of the teachers in this district that I do not hesitate to urge you on to yet higher things along the road which you are already travelling.

Boys and girls of the Robert G. Shaw School, do you realize what new responsibilities are upon you also? I wish I could speak of the honored name which this school is to bear, but that service belongs to others. But may I not urge you way down deep to-day to pledge yourselves never to bring dishonor or reproach upon the school which bears this name. Be careful of the little things at the starting out of life, for they are to be the foundation of your future character and your future education. You can never return to make up any deficiency. Remember the words of Michael Angelo, that "trifles make perfection, and perfection is no trifle." And remember that your education is not to be used selfishly, but for the good of others. It is not what we get, but what we give, that makes the man and the woman, and "the more we give the more we live." Do your duty every day, and then you will achieve suc-

cess. Some of our generals in the war did their fighting with their thoughts ever on the effect it would have on their advancement at Washington. Did that help them? No! Who did get the first place at Washington finally? Grant, the silent man, who had his eye on Vicksburg and the opening of the Mississippi from the Lakes to the Gulf, without a thought of anything else. Fidelity day by day in the little things will make us finally ruler over many things.

“Heaven is not reached by a single bound,  
But we build the ladder by which we rise  
From the lowly earth to the vaulted skies,  
And we mount its summit round by round.”

Turning to Mr. W. E. C. Rich, master of the school, Mr. Capen continued:

MR. RICH, — It is with the greatest pleasure that I am in a moment to place in your hands the keys of this building. Your service in this particular field has not been a long one, but it has been long enough for the people in this community to trust you fully, and shall I tell the friends here why you obtained the appointment to this position? Was it because of your long and faithful service as sub-master elsewhere in which you had been particularly successful? Yes, partly that. Was it because you were known to be keeping abreast of the times in recent study, and had not thought your education was complete when you left college? Yes, this was in the account. But I tell you back of all that, without which these things would be worth absolutely nothing, it was because of your high and spotless *character* that the School Board placed you here at this place of great trust. *Character first, scholarship afterwards*, is the order of requirement to-day for every teacher's place in this city. It is because I know that the fathers and mothers in this community can safely commit their children to your keeping, that I now intrust you with this key. Almost within sound of the spot where Theodore Parker's voice was first heard in the pulpit, I call to your mind his words, that “the wealth of New England runs out of the school-houses of New England.”

#### RESPONSE OF MR. W. E. C. RICH.

MR. CHAIRMAN, — I thank you most sincerely for these words of appreciation and encouragement, and for the confidence implied in this act of yours. The duties and responsibilities which these keys symbolize are so varied, and they include principles and interests so funda-

mental in their nature, and so far reaching in their results, as to cause me, on assuming them, the gravest anxiety and concern.

The grade of instruction represented here is, I think, the most important in the whole range of educational work ; for the teacher has to deal with the child during the most susceptible and trying, as well as the most interesting, period of its school life ; he also has a course of study to cover which embraces a wider range of subjects than is required of the teacher in any other grade of instruction, however high. He is expected to know all there is on the earth, above the earth, and in the waters under the earth. Geology, botany, mineralogy, chemistry, zoology, physics, astronomy, music, and drawing, — all claim their share of attention. To these have been added more recently sewing, cooking, sloyd, and carpentry ; and last of all, though not least, the Ling System. The teacher awaits with much interest the next demand upon his time and attention.

I do not speak of all this in a spirit of fault-finding, for I heartily approve of the general plan of study as at present outlined in elementary education ; but I think it no more than right that these parents, and others interested, should realize that the faithful Grammar-School teacher has something to do, for it takes talent, tact, hard work, and a great deal of it, on the part of the teacher, to prepare himself in these subjects so as to present them in proper form to the child.

But the true teacher realizes that the work spoken of above is only of secondary importance, a means to an end, — that end the glory of God in the forming of noble men and women out of these boys and girls. For this he toils, for this he prays, and his greatest delight is in seeing, not intellectual growth and power merely, but these young hearts taking on the life and beauties of a strong Christian character. Then does the drudgery of teaching vanish, and the work of the school-room, though hard, become interesting and enjoyable.

We have adopted as the watchwords of this school the sentiments implied in the words Punctuality, Perseverance, Patience, Patriotism, Purity, Piety ; and we consider ourselves very fortunate, and feel highly honored, in being able to present to these children for imitation one who exemplified to so high a degree all these virtues, — Col. Robert Gould Shaw. I leave to those who knew him the pleasant duty of acquainting you with the life and services of this noble man and patriot, simply remarking, in passing, that we congratulate ourselves upon having the school named for so worthy a man.

I desire to thank you, Mr. Chairman, in behalf of these teachers, for this pleasant building. They have in the past, as you well know, proved faithful with few facilities, and here they will enter upon more efficient service.

Great credit is due His Honor the Mayor and others for the help in pushing this forward to completion, and we wish now to thank them for their interest. But to you, to whom we have been in season and out of season, who have always listened to our questions, whims, and suggestions patiently, and gave good advice, — to you do we owe a special debt of gratitude, and most heartily do we thank you.

Relying, then, upon the loyalty and service of these teachers, without whose service and loyalty all my efforts would be in vain; relying upon the sympathy and coöperation of the friends and parents who have, or ought to have, more interest in the work here than any one else can possibly have; relying upon the wisdom and justice of the school authorities to assist in carrying out plans for most efficient work; relying, above all, upon an overruling Providence who calls us to His service, — I, with thanks to you for regarding me worthy even in a small degree to occupy this place, accept this trust.

At the close of the remarks of Mr. Rich the following Dedication Ode was sung.

#### DEDICATION ODE.

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Words by MARIAN A. MCINTIRE.

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There stands a Temple! Behold! at its portal  
 Kneels Childhood with uplifted eyes;  
 No frail strength hath wrought thee, O House all immortal;  
 Thy white walls tower unto the skies:  
 Upon thy hearth sacred fires are burning,  
 Deep pæans from thy halls arise;  
 Thou bidd'st Earth's weary and toilworn returning  
 Rejoice! Behold Youth's glad sunrise,  
 The dawn that flames the Eastern skies!

O Thou that buildest! make firm the foundation  
 Of that dear Temple we would raise;  
 Columbia's Fortress! the strength of our nation,  
 Free souls, glad hearts, to serve and praise;  
 Our children's children shall leap to defend her  
 From North and South, from Sea to Sea;  
 Wise sons, true daughters, pure, strong, we would send her  
 To live for her eternally;  
 Grant they may build. O God, to Thee.

MR. CAPEN. — Last spring, when we dedicated some of our school buildings, I was going to ask Bishop Brooks to come and make the dedicatory address at one of them. What good Bostonian ever had any good thing but what he wanted the presence of the Bishop to give his blessing, if possible. But I found on inquiry that he was so much worn with his year's work and care that I had not the heart then to ask; and I am rather glad that I did not, for then we should not have had the pleasure of having him here to-day. Although this appointment was made several weeks ago, he had at the time but two afternoons which were unengaged. I speak of this because we ought to appreciate, all of us, his kindness, in all the multiplicity of his cares and appointments, in coming here this afternoon to speak to us. Loyal always to our school interests and to everything that is good, loved the world over, nowhere else so much as in the city of his birth, which he has done so much to honor, I have very great pleasure in presenting to you Bishop Brooks, who will make the dedicatory address.

### DEDICATORY ADDRESS.

RIGHT REVEREND PHILLIPS BROOKS, D.D.

MR. CHAIRMAN, LADIES AND GENTLEMEN, BOYS AND GIRLS: It is a very pleasant duty indeed which is given to me this afternoon. It has seemed best that some one who stands outside the immediate interests and special circumstances of this work, and yet feeling sympathy with the spirit that animates it, should recognize in some way the character with which this building this afternoon is associated.

I congratulate most heartily all of you who are here, and those whom you represent who cannot be here this afternoon. I congratulate those who see to-day the culmination, the fulfilment, of so many hopes and desires, those who have struggled that this building might stand as it stands this afternoon, ready to be dedicated to its purposes. I congratulate you who are rejoicing this afternoon that your children are going to have a place to which they shall be sent, that shall be a worthy home of the culture which they shall attain. I congratulate the whole community upon that which is going to stand in their midst, a monument of

the very highest things, of the sacredness of youth, of the high privilege which belongs to imparting knowledge.

I congratulate nobody so much as I congratulate you, boys and girls. You are going to have the best of school-houses in which to learn, and you are going to have the very great privilege of being the first to occupy the school-house. There must be a great pleasure in coming here and taking possession of a building built especially for you and for all those who shall come after you; and it has seemed to me that it is built especially for you; you come and take possession of it, and you are going to have the privilege of giving character to this building first of all.

It is always interesting to see those who come in first to take possession of that which is going to belong to many afterwards. The first strain in music is that which gives character to all the music which is coming afterward. It may swell into greater fulness and richer cadences, but by the first touch we can guess what the song is going to be. The first flower in springtime lets us know the spring has come, and has in it the prophecy of all the rich summer coming by and by. So you boys and girls who are going to be the first occupants of this school-house have a very rich privilege, and I am sure you will stamp a character upon the work done in the Robert G. Shaw School that shall make the boys and girls who come after you work their very hardest to come up to the standard that is set here; won't you?

(The children responded: "Yes, sir.")

It is possible, my friends, for us to do work under the most unpropitious surroundings. It is possible to do work, and a great deal of the best work has been done, where it seemed as if nature had provided the very least of accommodations and welcome, but where the people seemed to feel as if the thing to be done was so great that they could despise all the circumstances in the midst of which they did it. I suppose the richest things done in the world have not been done in the richest homes, and the most splendid achievements have not been done where the apparatus was most complete. Men study their school-books over the kitchen fire, men who are afterwards great scholars, and discover much truth with the most inferior apparatus. But, while this is true, it is none the less true that man, in the completeness of his ideal, always conceives the richest circumstances as belonging to the greatest efforts of man. It is said that a man has not attained to that which it is intended he should attain to, when he thus labors under the most imperfect circumstances, and by the very sting and stimulus of those circumstances accomplishes something great. The very fact that God has set us to live in this world, so wonderful, rich, and beautiful, and to be inspired by the glory of the landscape continually meeting our eye, bears

testimony to us that the outward circumstances are intended to correspond to the inward, and man to be inspired by the very richest surroundings, when he has come to the normal fulfilment of his life.

When in that Book, the rich Volume of Life, there is pictured to us the complete life of man, it is in a golden city, where the walls are of jasper and the gates are of pearl. Therefore we feel, and feel rightly, that it is good that the best circumstances, the largest and richest surroundings, should be provided for that which is most worthy of human thought and care. So it is good that we should have a school-house such as this, with all that is nicest and brightest in these circumstances here, with these walls, and these many windows through which the sunshine will fall day after day for a century, it may be. It is good that this building should stand for its dedication this afternoon, and that we should welcome into it these children, and, in the persons of these, those that we see crowding behind them, children yet unborn, who shall come to take their places.

And it is good that something besides the walls, the pictures, and the windows should be here. It is good that one special character should be associated with this house. It is good that that to which reference has been made again and again already, and of which we shall hear more in full by and by, shall be associated with the opening of this house. It is good that it should be a house with a character associated with it,—a character which has been manifested in a human life, full of rich experiences, full of the greatest and most noble things which it is possible for me to mention.

You understand what it means that an institution should be associated with a man's name. It is the greatest thing that can possibly be. You might associate an institution with a simple abstract truth, as righteousness, sanctity, purity. That is good; but it seems to stand too far off and to be too vague. You might associate an institution with some particular event which has occurred in the history of the world. And that again is good. But that is imperfect, because the event is so local and special that it is not easily transferred to varying circumstances by and by to come. But when you write a man's name upon the walls of the institution, especially an institution of learning such as we dedicate to-day, then you are associating it with character, and character is the richest and most flexible thing in all the world. It translates itself to other character. It is not bound by circumstances. It flies out from circumstances, and by and by, under entirely different circumstances, it lends inspiration to men and women, to boys and girls, in other places and in other times. Therefore, the best and greatest thing we can do is to associate an institution with a character, with those human qualities

which have been manifested in a human life lived under certain conditions and in certain ways.

Such a character is that we commemorate to-day as well worthy of being placed in this situation where so much is going to be demanded of it. It is a wonderful demand to make of a human character that it shall inspire other characters under entirely different circumstances. The character from which we may ask such inspiration must be of the simplest, brightest, and truest kind; and that was the character of him from whom this school has taken its name.

I turned this morning to that rich book which I wish all these boys and girls, as they grow older, would learn to read; that book in which there is recorded that which the Romans used to record of their young and old, the heroic lives which were the inspiration of all their Roman history. I mean the book in which there is recorded the history of the Harvard men who died in the great struggle for union and for life, — the Harvard Memorial Biography. It is a book in two volumes, a book so rich, not in general heroism, but in heroism which we can specially understand because it was born and bred right here among us and manifested under circumstances which have left their impress upon it. It is a book all ought to read, and which we ought to keep our children reading. In that book, in a few of its pages, there is the story of Robert Shaw, and anybody who reads that story will see what a brave and simple life it was; a life so unconscious of doing anything great, that just went forward step by step doing the thing it ought to do and receiving the inspiration and high enthusiasm given to it.

That is always the greatest kind of life. We do not hesitate to call this man who died so young a great man; for greatness, remember always, is a thing of the quality, and not of the quantity of men's lives. A man may have powers of this or that degree, but if he has a certain kind of power animated by a certain kind of impulse, then he is a great man. Those whose names live from generation to generation and from century to century are simply those men who manifested a certain quality of character, and the essence of that quality is simplicity and truth and openness and readiness to receive what God had to give to it.

We read the story of that young man's life, and we see how simple, natural, strong, and healthy it was. It was healthy from the very beginning. His life began here, born right here in your own neighborhood, and he was brought up in his earliest youth here. And he was simply a boy, a true boy of boys.

I am glad of that book. There are a good many things told of him with regard to his very earliest youth, and a good many letters to his mother when he was abroad, not older than you boys are now; and they are the letters of a boy telling a boy's true feelings. To be sure,

he does sometimes get angry at the schoolmaster, and once he writes to his mother and says he wishes the schoolmaster would die in vacation. I do not suppose he ever meant it — and his master was not Mr. Rich either. But he had a boy's feelings; perhaps that was one of them sometimes. He had a boy's feelings for loyalty and faithfulness and simple desire to do his duty as he went on from step to step. And so, by and by, after he had grown a little older and went abroad, and by the circumstances of his family life was there for several years, it is beautiful to see how, gradually, there begins to come into the boy's life the thing that made the man.

One day he writes to his mother and asks if she knows a book called "Uncle Tom's Cabin:" he has been reading it with the greatest interest. Then, again, he writes to his mother and asks if she can explain to him how it is that some people in this world have so much better circumstances and a so much happier lot, while other people have such great difficulties and miseries. That thing that is weighing on our hearts all the time, that thing that makes a puzzle of our human life, had begun to weigh on that boy's life before he began to teach to his own life this great mystery of our human existence. Then he begins to complain, by and by, that the people abroad condemn us Americans and say hard things about us; that they blame us for things which they ought not to blame us for, and do not touch upon the one great thing that was weighing on his soul in those days, the fact that we had got in our nation the dreadful shame, the dreadful calamity, of slavery.

Gradually, you see, it was growing in the boy's mind. By and by he came home; and after he had been in college for a while, and then in business for a while, by and by the war broke out, and he was in it instantly, in one of the first regiments that marched from the great city down to the war. Then, by and by, he was in one of the Massachusetts regiments, and he was at that dreadful day, that fateful day, on Cedar Mountain, where so many of the boys, whom some of us knew in our youth and in our college days, laid down their lives together in the rich summer of 1862.

Then there came at last that proposition, that offer, that was made to him, that he should do a strange new thing, that he should put himself at the head of a regiment of negroes. Negro emancipation had been proclaimed by the great President Lincoln at the beginning of the year 1863, and in May, 1863, the offer was made to Robert Shaw that he should be colonel of the first regiment of negro troops. And he hesitated; not because he was afraid, not because he did not believe in the great work that was proposed, in the great idea that was suggested by enlisting the negro troops; but he hesitated, because it seemed to him too great a privilege for him to take, too great a responsibility for him

to have laid upon his shoulders. But there came to him the voice of God, as it comes to all who seek it earnestly, and he said, "Here am I. If that is my duty, and if you, Governor Andrew, want me, you may send me." So in the summer of 1863 he was in the field with his negro regiment.

Then there is the story of how the need came for a chance for those negro men to show the power that he knew was in them; that they might have the privilege of standing where their blood should be shed for their country; that they might have a chance to show how they would fight for this country in which they had lived, with a noble spirit that was ready to forgive the injury and wrong done to them and their race.

And at last the day came. And then, upon that Saturday afternoon in July, 1863, he, with his negro troops, went forward at Fort Wagner. And when they hesitated for a moment, under the fearful fire that met them, he rushed forward before them and cried "Forward, Fifty-Fourth!" and led them up the rampart, and just as he stood among the very first, the fatal shot struck him, and he fell straight forward; and they took him up and buried him with his negroes, thinking it was a dishonor; and so doing, as always when they try to do a noble soul dishonor by asserting that which wrought in him the source of his strength, the highest honor which it was possible to do even for him. So he has passed into the history of our nation. So you have taken him to be the inspiration and the inspiring power of your school.

Now, I say that the great principle involved in the highest life is that it is easily translatable. When a man is really a great scholar, the fact that he hides himself from his fellow-men does not shut him out from the power of influencing those who are living the most vigorous life. It is the way in which you may trace a true scholar, that he who is the mere pedant shuts himself up in his study, and his knowledge dies with him in his library; but the true scholar may study in the profoundest secrecy, and hide himself away, but the truth he learns will not be shut up with him, but rushes forth to help the men who are building the world, who are sending forth active powers to their work.

So there are poor soldiers who die and simply show they have some physical courage that has driven them to fight. But the beauty of this soldier's life is, that he was fighting, not for the objects of the war in which he was engaged, not simply in order that he might conquer the enemy and gain the victory, but he was fighting for humanity and truth and God. Therefore it is that the quiet scholar in his study, the merchant at his desk, and the boy and girl in their school-room, may be just as truly inspired by that boy's work (he was hardly more than a boy) there upon the battle-field, there upon the rampart, as though they were called upon to do the exact same thing.

Mind it, and study it as you grow older, and see if it is not true, that it is the highest goodness that spreads its influence beyond its work and translates itself into the details of any other work that any other men have to do. Therefore the simple sense of duty that that boy had, that that man had, the simple readiness to do the thing which he believed the truth as set before him, that shall come to you and make it easier for you to learn your lessons now, and do your work by and by when your lesson-time is over. It is the song that the poets have sung. It is the song that all great souls have manifested by their lives.

“ So near is greatness to our dust,  
So close is God to man ;  
When duty whispers low, ‘ You must,’  
The youth replies, ‘ I can.’ ”

That is all. Simply to be ready for what you have to do. You have not got to look for anything; it will come fast enough. But be ready for it.

There are only two other things, and they are included in all this, that the life of Robert G. Shaw must be forever teaching the souls of the young people who see his name written upon the walls of this school-room. He is teaching them to be Americans, to believe in the country he believed in; that there is no stain upon her to-day (and we have got them; she is not perfect) that is so deep it cannot be taken away. If that boy could come forward and fight with sincere and true hope and belief that even the deep wrong of slavery could be rooted out of our land and the earth be free from that great enormity, then there is nothing that need discourage an American living here under our institution about this dear country for which we have our hopes and offer our prayers. I always say that no man can possibly be an American and have lived through or read the story of those who did live through the generation in which slavery was abolished in our country, and despair of his country or despair of the world.

If that thing could come to pass in those few short years, almost in the turning of a hand, in that bloody red experience which is forever stamped upon our history, then there is nothing that need make us discouraged for the development of the fullest and grandest of human life here in our age.

“ Love thou thy land, with love far-brought  
From out the storied Past, and used  
Within the Present, but transfused  
Through future time by power of thought.”

So sang the great, dear poet whom they laid the other day under the pavement of Westminster Abbey. Love your land, learning from the history of every other land, in their history, and in their present life, how great this land may be in which God has given you the privilege of living.

And then the other lesson to come from Robert Shaw's life: That no man must despise any of the simplest means for doing the work which God is trying to do in this world.

Plenty of people said to the negro, "Stand aside; we have got this battle to fight out." But God would not do it until he had called in all of those who had the right and privilege to take part in the work. The great true socialism of the future, the great thing that is going to make us all work together as the generations pass by, is the mutual need, and the assurance that for such vast work as has got to be done in this world before all shines perfectly with true lustre, God is going to require service of every man with every other man. And all true serving men are brethren. And the work that any of us do is so great, and the work that any of us do is so little, that we may well join hands in doing it, and never question which is the strongest, if we can only be one in the brotherhood of united souls.

That is the lesson, with those other lessons, that comes down from this history — not so very long ago, for many of us can remember how he looked, remember the beauty and the brightness in his face as he went out into the world with that life which was finished before you were born, boys and girls; that life which teaches you the beauty of duty, and the nobleness of our country, and the need we all have of one another, and the brotherhood which may work for all the best things. May such lessons come always to this school from all the books the children read, from all the lessons that the teachers teach them, from the characters with which their teachers stand before them, and from the great true name which will be their inspiration through all the generations of their life.

#### PRESENTATION OF PORTRAIT OF ROBERT GOULD SHAW.

MR. CAPEN. — This school has a rich gift in the portrait of Colonel Shaw, and it is especially pleasant that it is to be presented not only by one who is a member of Colonel Shaw's household, but also by one who went to the front and put his life between us and the ruin of the nation. I have the very great pleasure of presenting to you Colonel H. S. Russell, of Milton.

After the portrait had been unveiled Colonel Russell spoke as follows :

ADDRESS OF COLONEL H. S. RUSSELL.

This portrait of Colonel Shaw has been presented to the school by his mother, Mrs. Francis George Shaw, now living in New York, and with it she sends her greetings to her old friends in West Roxbury, and hopes that the young people who to-day fill the places which, some fifty years ago, her son and his companions occupied, will be glad to know the features of a West Roxbury boy, who, for his record during our country's trouble, has, in the naming of this school, been selected as the representative of the many West Roxbury boys who gave their lives in the same cause. Not that his bravery was any braver, his heroism any more heroic, or his patriotism any more devoted than theirs; but in the opportunity which he had, in the perfected work with which he fulfilled the trust confided to him, he made a record and left a name for himself and for the race whose cause he had championed, which will stand forever in the annals of our land.

After a boyhood passed in this city, he entered Harvard College in 1856, and in 1861 hastened, as a private soldier, with the first troops which left the North, to Washington, to protect the Capital from rebel hands. That duty performed and that crisis over, he returned here, and, as lieutenant, joined the Second Regiment of Massachusetts Volunteers, whose camp and school of instruction were on the old historic community grounds at Brook Farm, within the borders of this old town; and on July 8, 1861, with that regiment enlisted for three years for the war, he left your station at La Grange street. In that command his conduct was so conspicuous, that when Governor Andrew, of Massachusetts, directly after the Emancipation Proclamation of President Lincoln, decided to raise the first colored regiment to be organized at the North, he offered the command to Captain Shaw, who, in accepting it, was impelled not only by his sense of justice to the black man, but by his conviction that as a military expedient, and in justice to the white man, the black citizen, for whose perpetual enslavement the Rebellion had been inaugurated, should do his part and lend a hand in protecting the flag and preserving the Union.

And when, at Fort Wagner, South Carolina, within cannon-shot of the very spot where the first rebel shot had been fired two years before, his embittered foes, thinking to degrade him and his work, buried him in the same ditch—buried him, our fair-haired Northern hero, in the same ditch with the black men whom he had led to glory, they hal-

lowed his name for all generations, as long as heroic valor and devoted patriotism shall be reckoned among the virtues of this world.

Such, too briefly, is the very meagre sketch of our schoolmate and our comrade. But let not the young people feel that a record is to be won only on that field where the enemies' works are crowned with shot and shell. For in whatever path of duty a man's life may lie, whether in the pulpit or the counting-room, on the farm or at the work-bench, he will meet many an enemy within and from without. And as he meets and conquers them, and as he devotes his whole life to doing his whole duty to himself and to mankind, he, too, shall make a record and leave a name which younger generations may gladly emulate, and to which his companions and his schoolmates may justly point with pride.

MR. CAPEN. — This seems to be a fitting time to listen to another gentleman who went to the front. I have very great pleasure in introducing to you Major Charles G. Davis, of West Roxbury.

#### ADDRESS OF MAJOR CHARLES G. DAVIS.

MR. CHAIRMAN, 'LADIES AND GENTLEMEN: It required a brave heart to answer the call of the War of the Rebellion. It called for courage to respond to the command "FORWARD!" when a charge was made. It demanded not only a brave heart, and courage, but a love of country, unknown to all but those who were prisoners of war, to endure nearly eighteen months of imprisonment in the rebel prison-pens of the South. No one here realizes more than myself the brave heart, the courage, and the love of country necessary to enable me to face this assemblage and follow the golden speech of the distinguished gentlemen who have preceded me. They can attract and entertain an audience where I would blossom very brilliantly by silence.

My love for those who laid down their lives that this great and glorious country might live, places me here to-day. I am a believer in gatherings of this kind. It is an object-lesson to the younger generation. It teaches them to respect the glorious country we saved. It tells them that to save it, the Union soldier faced death on many battle-fields, and worse than death in Southern prison-pens and loathsome dungeons. I am a new resident (so to speak) in this old town of West Roxbury, and did not have the pleasure of a personal acquaintance with him we honor to-day; wishing a faithful picture of him, I turned to those I knew to be his friends. First, to two of our honored neighbors, — Mr. Charles A. Hewins and Mr. Walter H. Cowing, to whom be-

longs the credit for all that is consummated here to-day. I next turned to that home he loved so much, — Harvard College.

“ROBERT GOULD SHAW, Private, Seventh New York Volunteer Militia, April 19, 1861; 2d Lieutenant, Second Massachusetts Volunteer Infantry, 28th of May, 1861; 1st Lieutenant, July 3, 1861; Captain, August 10, 1862; Colonel Fifty-fourth Massachusetts Volunteer Infantry, April 17, 1863; killed at Fort Wagner, South Carolina, July 18, 1863,” — is the military history of the man whose memory is honored to-day by the people who now reside in his childhood's home, — West Roxbury.

My love went out to him under peculiar circumstances. In July, 1864, I was a prisoner of war, and had been for over a year. I was one of the first six hundred officers that was sent from Macon, Ga., to be placed under fire of our own guns at Charleston, S.C. Upon arriving at Charleston, we were placed in the “Jail Yard,” and in the jail I found members of the Fifty-fourth Mass. that were captured at Fort Wagner, at the time Colonel Shaw met his death.

The stories told me by those men of the bravery of their gallant leader filled me with love and admiration for him.

With your permission I will now read from the volume mentioned by Bishop Brooks, Vol. II. of “Harvard Memorial Biographies:”

“During the years 1859 and 1860 there might have been seen daily on the Staten Island ferry-boat, early in the morning and late in the afternoon, a pale, thoughtful-looking young man, with a manner so quiet and serene as to seem almost lazy. His light hair and mustache and fair complexion gave to his face a character that might have been effeminate but for the well-defined nose, firm, clear-cut mouth, and the steady glance of peculiarly colored light gray eyes, which, together with his alert, quick, decided step as he moved, showed that beneath this quiet exterior lay all the qualities that belong to a man of more than common character. This was Robert Shaw, who now lies buried on Morris Island in Charleston harbor, one of the many thousand young men who have fallen victims to that Moloch-American Slavery, or, we may rather say, to whose victorious lives and death the Moloch-American Slavery has fallen a victim.

“He was born in Boston on the 10th day of October, 1837, the son of Francis George and Sarah Blake (Sturgis) Shaw. He early showed marked traits of character; he was quick-tempered, but very affectionate; easily led, but never to be driven; at a very early age he was sent to the school of Miss Mary Peabody (now Mrs. Horace Mann), then to that of Miss Cabot in West Roxbury, and finally to that of Mr. William P. Atkinson, with whom he began the Latin grammar. When he was nine years old, his parents removed to Staten Island, where he went to a small private school kept by a learned and very patient old German, who

did not help the little fellow to any greater love of *hic, hacc, hoc*, and after a year, at the beginning of the summer vacation, he told his mother that he hoped that Mr. Marschalk would die this summer, so he could never come back and teach school. As it happened, the good old man did fall ill and die, to the great consternation of his little pupil, who could not make it quite clear to his conscience that his naughty wish had not something to do with his teacher's death. After this, in accordance with the judgment of his parents and his own consent, he was sent from home to school at St. John's College, at Fordham, near New York."

A letter written after the battle by an officer at the headquarters of General Sturgis, who commanded the brigade that assaulted Wagner, says:

"At half-past seven the order was given; the regiment advanced at quick time, changing to double time when some distance on. When about one hundred yards from the fort, the rebel musketry opened fire with such terrible effect that for an instant the first battalion hesitated, but only for an instant, for Colonel Shaw, springing to the front and waving his sword, shouted, "Forward, Fifty-Fourth!" and with another cheer and a shout they rushed through the ditch and gained the parapet at the right, Colonel Shaw being one of the first to scale the walls. He stood erect to urge forward his men, and while shouting to them to press on, was shot dead and fell into the fort."

Assistant Surgeon John T. Luck, U.S.A., on the 21st of October, 1865, wrote as follows to the "Army and Naval Journal:"

"I was taken prisoner by the rebels after the assault on Fort Wagner, South Carolina, 19th of July, 1863. While being conducted into the fort, I saw Colonel Shaw, of the Fifty-fourth Mass. (colored) Regiment lying dead, on the ground, just outside of the parapet. A stalwart negro man had fallen near him; the rebels said the negro was a color sergeant. The colonel had been killed by a rifle-shot through the chest, though he had other wounds. Brigadier-General Haygood, commanding the rebel forces, said to me, 'I knew Colonel Shaw before the war, and then esteemed him. Had he been in command of white troops, I should have given him an honorable burial. As it is, I shall bury him in the common trench among the negroes that fell with him.'"

My friends! This day is the anniversary of an event that calls up very stirring memories to me. Twenty-eight years ago to-day, at about this hour, I escaped from the rebel prison-pen at Columbia, S. C., and, after a long march of thirty-one nights, I succeeded in reaching our lines at Knoxville, Tenn. In passing by the fort outside of Knoxville, I saw the old flag for the first time for nearly eighteen months, and I doubt if the eloquent tongue of Bishop Brooks could picture my

feelings when I saw "Old Glory" floating in the heavenly azure, with not a star removed or a stripe stained. It is to express my gratitude to the black man, then in slavery, who, at the risk of his own life, secreted me from his master, gave me the food that belonged to him and his family, that I might be able to reach God's country. Many of those slaves, perhaps, had a father or brother in the ranks of that gallant regiment, — the Fifty-fourth Mass. I am also here to glorify him who had the courage and heroism to undertake the task to educate them in their duties as soldiers, and to lead them where none but a brave man dared to go, — to the front battle line, — and there prove to the world that the negro could, when properly instructed and led, do his part towards gaining his own freedom.

No one acted a more heroic part in gaining the freedom of the slave than the soldier whose name we give to this school to-day, — Robert Gould Shaw.

He died for his country; he could not have found a nobler death, nor could we have lost a nobler soul.

For what he DID, for what he DARED, we honor him to-day.

MR. CAPEN. — I am very glad to present to you as the next speaker Dr. Keller, one of our associates on the School Board, who needs no introduction, I am sure, in this community.

#### ADDRESS OF MRS. ELIZABETH C. KELLER, M.D.

I have been greatly interested in the exercises here to-day, and especially as I have listened to our friend and helper, Bishop Brooks, for it carried me back to the days when we lived in constant fear because there were great issues at stake in our country, and because we had fathers, brothers, and husbands who had gone forth from our homes to join in the great struggle to preserve our Union. Those days of anxiety we can never forget, and our sympathies will always continue to be given to those whose loved ones were taken from them during this War of the Rebellion.

But, my friends, you will perhaps pardon me if I digress from this subject and lead your minds into another channel.

I have thought that these scholars, and perhaps some of this attentive audience, might be interested to hear why, how, and when the first steps were taken which led to the establishment of what we now call our public schools. I have obtained my information from a book of old

colonial laws which were in effect here in our good city of Boston two hundred and fifty years ago. The laws in those days, as some of you may know, were enacted by the court.

About the year 1640 the following was entered upon the dockets:

"It being one chief project of Satan to keep men from a knowledge of the Scripture, as in former times keeping them in unknown tongues, so in these later times by persuading from the use of tongues, that so, at least, the true sense and meaning of the original might be clouded and corrupted with false glasses of deceivers; and to the end that learning may not be buried in the graves of our forefathers, in church and Commonwealth, the Lord assisting our endeavors;

"It is, therefore, ordered by this court and authority thereof that every township within this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him to write and read."

It is further ordered that when any town shall increase to one hundred families they shall set up a grammar school, a fine of five pounds to be imposed annually upon every town which neglected to perform this order of the court, and to be continued until it was performed. They also forbade any one to teach in their schools who was unsound in the faith, or who had failed to give satisfaction in having lived according to the rules of Christ.

This is all the examination that was given to teachers in those days, as far as the records show.

In the year 1636 reference is made to Harvard College, founded in Cambridge, Mass., as follows: Authority is given by the court to the governor, deputy-governor, and all the magistrates of this jurisdiction, together with the elders of Cambridge, Watertown, Charlestown, Boston, Roxbury, and Dorchester, also the president of the college, who should have power to establish such orders and constitutions as they shall see necessary for the instituting, guiding, and furthering of the said college and the members thereof, from time to time, in piety, morality, and learning. The teachers of the township schools were to be paid by the parents or masters of the children, or by the inhabitants in general. (Nothing is said of school-houses). Harvard College was the only school which received money for its support from the public treasury. In 1636 the court gave to the college the sum of four hundred pounds and all of the revenue of the ferry between Charlestown and Boston. From these small beginnings of our forefathers we now in this city alone spend annually over one million of dollars in supporting our schools. We have one Normal, two Latin, eight High, fifty-five Grammar, one hundred and forty-eight Primary schools, forty-three

Kindergartens, Horace Mann School for the Deaf, Cooking and Manual Training schools, Evening Drawing, Evening High, and Evening Elementary schools. Then think of our State schools; of Harvard to-day with her millions of money; of Williams College, Amherst College, College of the Holy Cross, Tufts College, Boston College, Massachusetts Agricultural College, Boston University, Wellesley College, Smith College, Clark University, School of Technology, State Primary School at Monson, State Normal Schools at Framingham, Westfield, Bridgewater, Salem, Worcester, and Boston School for Feeble-Minded, Reform Schools, Schools for the Blind, Industrial Schools at Westboro', Lancaster, and Monson, and the hundreds more of private seminaries, parochial schools, and schools of all grades for all ages and conditions, from the Kindergarten to the fitting for college. Is not this report alone enough to encourage us to congratulate ourselves that we live in these days when our children are being so carefully trained and fitted so thoroughly for the important places to which they will be called in after life? One thing only remains for us who have by the vote of the people been placed as the guardians of our public schools, and that is to be careful that the objects for which our schools were first established, viz., piety, morality, and learning, shall not be merged into the last named by these good old pioneers, nor to forget to exercise care in the selection of those who are to instruct our children in the school-room. There are at least some who have in both mind and heart to look after the interests of your children, and feel the same concernment which rested so heavily upon the authorities of this our good city of Boston two and a half centuries ago. I think I can speak for some of my co-workers who sit upon this platform to-day. We do not call ourselves old-fashioned nor out of date for feeling this care and responsibility so heavily laid upon us. We greatly desire to do the best good possible for your children.

This beautiful building with all its appointments stands dedicated to-day. And may it ever stand a monument to all who are privileged here to be taught in the way of piety, morality, and learning.

MR. CAPEN. — We have upon this platform a gentleman who, ever since I have been on the Board, has shown his interest in a score of ways in this community. He has written me many letters, and his whole interest and thought have been to do what he could to help provide this building. I have very great pleasure in introducing to you Mr. Frank A. Davidson, of West Roxbury.

## ADDRESS OF MR. FRANK A. DAVIDSON.

It gives me great pleasure to-day to be present with you at the dedication of this monument to a fallen hero, and enjoy the formal tender of another school-house from the city to her citizens.

And let me at this time remind every resident in West Roxbury that our present School Committee, so ably represented by Mr. Samuel B. Capen, have been ever mindful the past few years of the great need of this community in this respect. Their energy and argument in our behalf are well known to you all, and their anticipation of our future needs will be long remembered when the youngest pupil of to-day shall fill the place to which he is destined in the future.

And to the present and past teachers of this school, who, through difficulties almost unconquerable, have year by year taught and graduated the classes with honor, to become our future citizens, our hearty thanks are due.

It seems but a short time ago that our public schools were established, but what a factor they are to-day in the affairs of the Commonwealth.

From the records of our Pilgrim fathers of the Plymouth Colony we learn that, while living in Holland, poor in worldly goods and surrounded by people with customs foreign to their own, they were necessarily charged with the education of their children, and while they followed the occupation of cotton-weavers, wool-carders, and printers, they were all probably men of education.

Doubtless this practice of family education they brought with them, and continued until the growth of the colony seemed to them to warrant the establishment of public schools.

The early rulers and military leaders, as well as elders, were these home-taught men, and their attainments bear witness to the character of their instruction.

They provided funds for their schools by the profits arising from fishing and the sale of land bought from the Indians.

In 1639 these resolute men enacted and declared "that no imposition, law, or ordinance be made or imposed upon us by ourselves or others at present or to come but such as shall be made or imposed by consent or according to the free liberties of the State, and not otherwise."

Is it surprising, then, that these schools, founded by the men who demanded free liberties, should send forth a lad of whom the great war Governor of this State wrote in 1863: "A young man of military experience, of firm anti-slavery principles, ambitious, superior to a vulgar contempt of color, and having faith in the capacity of colored men for military service, a gentleman of the highest rank and honor"?

This young man was Capt. Robert G. Shaw, and when Governor

Andrew selected Captain Shaw to command the Fifty-fourth Massachusetts, he chose wisely, as it required great courage and resolution to enlist with the regiment, as the chances seemed to be that officers and men if captured would not be treated according to the usages of civilized war, but would be massacred, as at Fort Pillow.

It seems to me most appropriate that the beautiful flag unfurled from yonder staff should be first thrown to the breeze to-day. As in May, 1863, on a clear and cloudless day at Readville, our neighboring village, this gallant regiment received in hollow square Governor Andrew and his military staff.

Brilliant in color, and like this of finest texture fluttering in the fresh breeze blowing, the flags destined for the regiment were ready for presentation.

They were four in number, says the historian of the regiment,—a National flag, a State color, an emblematic banner of white silk with the figure of the Goddess of Liberty and the motto, “Liberty, Loyalty, and Unity,” and another with a cross upon a blue field and the motto, *In Hoc Signo Vincas*.

Standing in plain attire, facing Colonel Shaw, Governor Andrew publicly thanked him, his command, his men, for their support and the character, the manly character, the zeal, the manly zeal, of the colored citizens who had cast their lots in the defence of the Union. To quote from his own words at this time, he says, “I stand or fall as a man and a magistrate with the rise or fall in the history of the Fifty-fourth Massachusetts Regiment.”

He presented the star-spangled banner of the Republic with the words, “Whenever its folds shall be unfurled it will mark the path to glory. Let its stars be the inspiration of yourself, your officers, and your men.”

As he presented the State flag, he reminded the Fifty-fourth that they were “now men of the old Bay State also, and whatever may be said of any other flag which has kissed the sunlight or been borne on any field, I have the pride and honor to declare that the State colors of Massachusetts have never been surrendered to any foe. You will never part with it so long as a splinter of the staff or a thread of its web remains within your grasp.”

And then, in turn, were presented the emblematic banners, one bearing the figure of the Goddess of Liberty and the watchwords “Liberty, Loyalty, and Unity,” the blue silk, with cross and motto, *In Hoc Signo Vincas*. The last was the present of the mother, sisters, and friends of Lieutenant Putnam.

I repeat, that it is appropriate we unfurl to-day this splendid banner, bearing the added stars of a reunited country, a present from the

ladies and friends of the Robert G. Shaw School, on the day of this dedication.

It becomes my pleasure to present to the school, in behalf of a former pupil of the Mt. Vernon School, this history of the Fifty-fourth Regiment of Massachusetts Volunteer Infantry, written by one of their gallant captains, and it can be better told by the gentlemen present, members of this "Brave Black Regiment," how faithfully this heroic band preserved the honor of the State and of its chief magistrate.

You all recall the early inactivity of this regiment, how it sought for opportunity to prove its courage, and not until the assault on Fort Wagner, this strongest single earthwork known in the history of warfare, was this opportunity given.

Hungry and weary we see the regiment at Morris Island on the 18th of July, 1863. Formed in columns of wings at a short distance in advance of the works, the men of the Fifty-fourth were ordered to lie down, muskets loaded, but not capped, and bayonets fixed.

To the Fifty-fourth had been given the post of honor, not by chance, but by deliberate selection. To many a gallant man these scenes were the last of earth.

About this time, Colonel Shaw walked back to Lieutenant-Colonel Hallowell and said, "I shall go in advance with the National flag. You will keep the State flag with you. It will give them something to rally round. We shall take the fort, or die there." How nobly, also, when General Strong addressed the Fifty-fourth, and calling out the color-bearer, said, "If this man should fall, who will lift the flag and carry it on?" The intrepid colonel answered, "I will!"

In the face of this danger to come, he spoke to his men with great courage, telling them that the eyes of thousands would look upon their night's work; and then came the command, "Forward!" and they pressed on, now only two hundred yards from the fort. At that moment Wagner became a monument of fire, from which poured forth a stream of shot and shell.

On, on, led Colonel Shaw, until nothing but a ditch separated the stormers and the foe. Down through three feet of water they mount the slope. Both flags are planted on the parapet: Colonel Shaw, from first to last leading his regiment, gaining the rampart. He stood shouting, "Forward, Fifty-fourth!" and then fell dead, shot through the heart; and "thus by the bayonets of his regiment was the name of Colonel Shaw pricked into the roll of immortal honor."

The first monument to his memory was the establishment of a school for freed colored children at Charleston, S.C.

And to-day, for the first time, a fitting token stands in a public place to point the lesson of Colonel Shaw's life and glorious death.

MR. CAPEN. — It has been suggested already here to-day that there are two gentlemen who have been very much interested in the naming of this school. One of them, Mr. Cowing, is so modest he refuses to speak. But I am very glad to say that Mr. Charles A. Hewins, who, I believe, is the one who first suggested the name, is willing to stand before you and say a few words. I have the pleasure of introducing Mr. Hewins.

#### ADDRESS OF MR. CHARLES A. HEWINS.

I am to speak to you a few words in behalf of the older inhabitants of West Roxbury, those who personally knew Robert Shaw.

I saw him baptized by Theodore Parker in the old meeting-house that stands yonder at the corner of Church street. I remember him afterward as a lithe, handsome, fair-haired boy, with an almost girlish beauty. I think of him next as a student of Harvard University, coming home every Sunday to worship in the old church.

I recall him later, in his young manhood, at the breaking out of the war, a lieutenant in the Massachusetts Second Regiment, recruited and organized here, at Brook Farm. You remember that James Freeman Clarke, who owned the farm, said afterward, that the best paying crop that was ever raised there was the Second Regiment.

The last time I saw Colonel Shaw he was on horseback at the head of his regiment, the Fifty-fourth Massachusetts (colored), marching down Washington street to embark for South Carolina, where he was shortly afterwards killed at the head of his black soldiers, at the head of a storming party, at the crest of the parapet, sword in hand, in that desperate and unsuccessful assault on Fort Wagner.

In all these years the impression he made was of a finely trained, thoughtful and sensitive, but perfectly healthy, nature, keenly enjoying life; but you get the feeling, also, that he had *character* to be depended on, that in any emergency he would be true as steel to his sense of duty; and that was why Governor Andrew chose him for that great trust and post of danger.

And this building is named for him, and his portrait is on the wall, that his life and character may be an example to you, children, coming more closely home to you than the lives and examples of the heroes in your books. You will read of Leonidas, the Greek, who, with his little band of three hundred men, kept the pass at Thermopylae against the countless Persian host, every man knowing that he was to stay there and die, but keep the invaders back as long as life lasted; or of Arnold Winkelried,

of Switzerland, who when his few brave men were about to be overwhelmed by the invading Austrians, rushed forward and gathered into his own breast the spears of the opposing rank of enemies, thus opening a way which his followers instantly made a path of victory, but over the dead body of the patriot martyr; or you will learn of Joan of Arc, the young French girl, who in the hour of her country's sorrow and distress heard voices in the air which summoned her to the leadership of armed men and to victory. You will be told of John Hampden, of England, of Joseph Warren, of Bunker Hill, but in all the brilliant galaxy of the names of heroes whom the world delights to honor, there is none with a brighter and purer light than that of Robert Gould Shaw.

I trust, sir, on the anniversary of the death of this young hero, the children of this school may be gathered in this room, and under the stars and stripes floating from yonder staff may be told the story of his beautiful life, and his devotion to a high ideal of duty; and that they may long hold his name in grateful and affectionate remembrance.

O friends! it is given to few, the happy felicity of dying for love of truth and right, but it is duty to keep ready for the call, remembering the words of our New England poet:

“ Though love repine and reason chafe,  
There came a voice without reply,  
‘ ’Tis man's perdition to be safe  
When for the truth he ought to die.’ ”

MR. CAPEN. — This occasion would be incomplete if you did not hear from your neighbor and friend, the friend of us all, the Rev. Dr. M. G. Clark.

#### ADDRESS OF REV. DR. M. G. CLARK.

I take great pleasure in being present on this occasion. I count this school, with its appointments, as the high-water mark of our modern civilization. It expresses that which is best and profoundest and at the foundation of it. I have been gratified with the thought that these boys and girls, and teachers too, in many a weary hour of patient labor, will be encouraged by the noble sentiments expressed here, and by the noble associations which they will connect with their work henceforth; but I want to mention one little incident to show the practical, every-day value of this education.

I read some years ago in an address of President Hill's, of Harvard, this statement. He had been to the watch factory at Waltham, had

ascertained by personal inquiry the number of months of schooling and the amount of wages each laborer had, and he found there was a correspondence between the months of schooling and the amount of their earnings. The habit of attention and the disciplined mind, when applied to common labors of that sort, and nice labors, too, as in watch-making, wrought the greater results.

I would have you all bear in mind just one rule, one precept, which I want to give you. It is this: Do your best every time. Do your best in your study. Do your best at home. Help your father and mother as you have opportunity. Everywhere, in everything, do your very best every time, and success will wait upon you. The man that thus labors to do his best, wherever he is, every time, is sure of success; and those people that are driven to the wall are those that fail to put their best efforts forth. So much in the line of common things. We must all get a living, and we are sure of it if we do our best every time. Please remember that, boys and girls.

Now one thought further. When George Ticknor, the historian of Spanish Literature, was on his way to Spain, he made a call on Madame De Staël, the most accomplished French woman of her time, and she said to him: "You Americans are the advance guard of the human race, you are the future of the world." That is what she could say then. What would she say now, seventy years afterwards? It is because our common school, our system of education, reaching so widely to all classes, has brought forward and developed our people as a people, that they are the admiration and despair of the Old World.

It belongs to you, boys and girls, to keep up the record. It belongs to these teachers and to this School Committee to keep up that record, that we may continue to be, as in the past, the foremost people of the world. "*Vous êtes le venir du monde.*" You are the future, the to-come, of the world.

I congratulate you, boys and girls, that you live in this generation. It would have been another thing if you had been born one hundred years ago, and you would not have had any chance compared with what you have here. It means a great deal for you, and the world expects more of you. I trust you will expect to do a great deal more and better than your fathers and grandfathers ever thought of. So will you make yourselves a part of the future of this country and of the world.

Miss Florence E. Tripp read the "*Memoriæ Positum*" of James Russell Lowell.

The exercises were closed with singing by the pupils.

ANNUAL REPORT  
OF THE  
BOARD OF SUPERVISORS,  
1891-92.



BOSTON PUBLIC SCHOOLS.  
SUPERINTENDENT'S OFFICE, BOSTON, NOV. 22, 1892.

The fourteenth Annual Report of the Board of Supervisors is herewith respectfully submitted.

EDWIN P. SEAVER,  
*Superintendent Public Schools.*

*To the School Committee:*

The Board of Supervisors, as required, presents to you an account of its work for the year ending Sept. 1, 1892: accompanying it with some suggestions in regard to methods of work and the needs of the schools.

RETIREMENT OF MR. MASON.

At the beginning of the school year, leave of absence was generously granted by the School Board to one of the supervisors, Samuel W. Mason, and this leave of absence was continued to the end of the year. Not finding himself strong enough to resume the work, he declined a reelection, thus severing his connection with this Board, a connection which had continued since its organization, nearly seventeen years ago. He had earned the full right to withdraw from active life. For forty years, a subordinate teacher, master, and supervisor, he had been in the service of the city, performing with marked efficiency all the duties of these respective positions. He takes with him into his retirement the respect of his co-workers and their earnest wish for his enjoyment of many years of rich and happy life; and respect and good wishes also of the many now strong in manhood, who felt his vigorous influence in their school-days, of a large number of teachers who profited by his good sense and wide experi-

ence, and of a multitude of children and youth who enjoyed his genial and invigorating visits to their school-rooms.

#### INCREASE OF WORK.

The formation of new grades of schools, in addition to the increase of the number of pupils and teachers in the old grades, has considerably added to the work of the supervisors. As all the work last year had to be done by five supervisors, instead of six, it was impossible for them to make their round of visits to the schools with the accustomed regularity and frequency. Much of their time, also, was demanded for the consideration of matters of importance to the schools, visiting schools for special purposes, writing reports, preparing for and conducting examinations. These things are mentioned to indicate the cause of any seeming neglect of the schools in the respective circuits of the individual supervisors.

#### ITEMS OF WORK.

The duties of the Board of Supervisors and of the supervisors have been so often enumerated that nothing more seems to be necessary than to refer to Chap. XIII. of the Rules and Regulations, and to state that the requirements of that chapter have been as far as possible met. The usual statistics in reference to examinations and their results will be found in an appendix to this report.

It may not be deemed amiss to suggest that the report required in January of the supervisors comes, under present arrangements, too early for a new supervisor to get sufficiently acquainted with the schools assigned him to enable him to make a full and detailed report; also, that these reports come at a time when not much importance is attached to them. Will it not answer a better purpose to combine the January report with the May report, and thus have re-

corded in the books kept at the office its essential features? The supervisors' figures in these books will be all the more expressive if accompanied by a fuller statement of conditions, methods, and results.

#### ORAL EXAMINATIONS.

In the course of the year the supervisors, as circumstances favor, examine orally various classes in the primary and grammar schools. Towards the close of last year they examined the first class of each grammar school in civil government, according to previous announcement. At the request of the superintendent they also ascertained what had been done in this class in physics, in "lectures and conversations on hygienic duties," and in reading the biographies of "persons famous in English history." These subjects were selected for this special consideration, because they were not included in the diploma examinations. The results of the examinations, and the information gained, were reported to the superintendent.

The oral examination has some advantages not possessed by the written. It can be made to suit the conditions under which the work of the class has been done, to cover a good deal of ground without tediousness, to deepen impressions already received, and to excite an interest in further study. It is true that it does not get at individual qualifications and faithfulness; but it does get at the method and scope of the teaching, the general interest awakened, and the real knowledge gained. It seldom excites such personal anxiety as to hinder the free action of the mind. The examiner always has it in his power to bring the class into the best temper, and to get from its members the best they have to give.

## WRITTEN EXAMINATIONS.

There is no intention, however, of underestimating the importance of written examinations. They are the very best means of ascertaining the outcome of the work done in class, as far as its individual members are concerned, in the relatively small amount of time that can be given to that purpose. Every question asked, every subject presented, must be carefully considered by all. There can be no help, no re-framing of the question, no subsidiary or side questions to lead up to or suggest the full answers or treatment to be given. The pupil must get out of his own mental store all he has to express, and must put it in such form as he can. The examination itself is excellent training for him, and has an educational value beyond that of bringing out what he knows, or proving what he can do, as evidence of his acquirements and faithfulness. Written tests all along the school course, for the training of the pupil as well as for the guidance of the teacher, are an absolute requirement. The ability to get a proper conception of what a question seeks, to arrange in the mind a just and full answer, and to express that answer in good form and good English, is one of the best results that can come from educational processes, and cannot be too earnestly and patiently striven for.

The function of the written examination is so far distinct from that of the oral, that the latter, however useful in testing the mental alertness and spirit of the class, however inspiring from its free range and leadings into what lies beyond, cannot be substituted for the former, but each may well supplement the other.

## DIPLOMA EXAMINATIONS.

The diploma examinations must, of course, be largely written. There is no other way of testing the individual acquirements of two or three thousand students in the time given.

But the question arises, cannot the number of these examinations be reduced, or the examinations in some way simplified? Is it absolutely necessary to crowd so many and extended examinations into a week or ten days of the last month of the school year? May not partial examinations during the year be made to remove the necessity for full examinations at the end of the year? Is it not possible to ascertain each pupil's proficiency without laying such stress upon final examinations? These questions are certainly worth considering.

There is one influence of the diploma examinations that cannot be too earnestly guarded against, — the influence that tends to make the passing of the examination the main thing, rather than that quickening and enlargement of the mind that comes from the gaining and holding of real knowledge. There can be no doubt that the methods of instruction in the classes to be examined are largely shaped by the supervisors' examinations, and much of the teaching and study is for the direct purpose of passing those examinations. Though there are exceptional cases, it is still true that studies not subjected to diploma examination are not pushed with the same vigor as are the other studies.

The point is, that so much is made to depend upon the examination, that the passing it has an exaggerated importance. It is placing the reaching of a mile-post, along the way, above the pleasure and enrichment from the journey, and the impulse and power to journey onward. And, besides, some of the practices of the schools tend to deepen the impression that the examinations are a finality. These over, there is no longer any holding together of the class for solid work, either to make up deficiencies or for further advance; and the number of pupils who are disposed to go on with any study from pure interest in it is by no means large.

It is the one disadvantage of the free text-book system, in

many ways so beneficent, that it aids in confining study to the schools for school results. The pupils leave the schools empty-handed. They have no books to which they have become attached, to recall the school course and tempt to a reperusal of their pages, or revive an interest in old problems; no books, in too many cases, to lure them on to still further explorations in the great field of knowledge. It therefore rests all the more upon the schools, through their methods and purposes, to counteract this tendency to regard school accomplishment as anything final. The passing of an examination with whatever credit, the parchment duly signed and publicly delivered with whatever honor, are as nothing to the habit of obedience, the desire of knowledge, the delight in mental wrestlings, the aptitude for work, which should be the grand results of school instruction and training.

#### THE MARK FOR THE YEAR'S WORK.

It should be stated in connection with the preceding remarks, that the granting of diplomas depends only partially upon the results of the diploma examinations. Those remarks are made, not against the principle upon which diplomas are granted, but simply with the view of looking for some method of relieving the last weeks of the school year of some pressure, and of removing the temptation to concentrate so much effort upon the preparation for examinations; and with the desire that a healthful interest may be excited and continued in the studies themselves. In actual fact, just as much weight is given to the principal's estimate of the student's work for the year, as is given to the results of the final examination. It may not be amiss to give in this report a description of the "Z Blank," and an illustration of the principle upon which diplomas are granted by the Committee on Examinations.

One word, however, in regard to the method of getting

at this estimate of work seems to be needed. The principals do not all follow the same method. With some, the mark given is the average mark of examinations held during the year. With others, it is made up from the record of recitations, but is still an average mark. There are cases where the improvement of the pupil himself is taken into the account. To the supervisors this last seems the most important consideration of all, — the work of the year as shown in the increase of the student's power of application to the subject, in his increase of ability to pursue and comprehend it. They do not counsel the average mark, but rather one that shows the outcome of the year's study. A student in his first attacks upon a subject may be so weak as to get no mark above 5. But, at last, having gained some insight into it, he pursues it with a quickened interest, which wins for him always the mark of excellence. This average mark, therefore, might be 3; but the mark he ought to receive is emphatically 1. On the other hand, a student may begin well and end poorly. It is the final outcome, as shown in his mental condition, that should be the measure of his scholarship.

It seems proper to add that the result of the diploma examination should have no influence whatever in determining the mark to be given for the year's work. In fact, it is supposed that this mark is entered before the result of that examination is known. The two marks, equally potential in determining the final result, are entirely independent of each other; and are intended, taken together, to represent fairly the student's ability and faithfulness.

#### THE Z BLANK.

This "blank" is a large sheet, with the proper columns and headings for displaying the marks of each member of the graduating class of a school in the several studies, and

the general estimate of his or her scholarship and character. Under the general headings designating the studies there are, in each case, two columns; one for the principal's mark for the year's work, and the other for the diploma examination mark. Figures are used as follows: 1 denotes excellent; 2, good; 3, passable; 4, unsatisfactory; 5, poor; 6, very poor. The headings on the high school blank are English, Reading, History, and Civil Government, Foreign Languages, Physics, Chemistry, and solid Geometry or Drawing. English is subjected to two examinations, one including Milton, and the other including Shakespeare, and has two sets of columns, or four marks; as, also, has History and Civil Government. In getting the total values of marks, those under English are multiplied by 5; under Reading and History and Civil Government by 4; under the other subjects by 7. This allows to English 20 per cent. of the general result; to Reading 8 per cent.; to History and Civil Government 16 per cent.; and to each of the other subjects 14 per cent. These percentages are not supposed to be arranged on an exact scale of educational values, — as the matter of convenience has a little influence in determining the manner of getting at the general result. For instance: supposing all the marks against a student's name be a "1" in each column, the grand total will be 100; if a "2," it will be 200; if a "3," it will be 300; and so on. As a total, then, 100 denotes excellent; 200, good; 300, passable; 400, unsatisfactory; 500, poor; and 600, very poor. It is a condition of things in which the larger the number the poorer the scholarship. The Committee on Examinations, as a rule, grants the diploma to those whose total does not exceed 300. There are always cases coming very near the limit, which receive special consideration.

The grammar school blank is of the same form and embodies the same principle. The headings are Geography, Composition, Grammar, Reading, United States History,

Drawing, Book-keeping, Written Arithmetic, Oral and Sight Arithmetic, Penmanship, and Singing. Under each is placed the principal's mark for the work of the year and the mark for the diploma examination. The marks under the first two subjects are multiplied by 7; under the next three, by 5; under the next three, by 4; and under the last three, by 3. This gives to Geography 14 per cent.; to Composition and Grammar, 24 per cent.; to Reading, 10 per cent.; to United States History, 10 per cent.; to Drawing, 8 per cent.; to Book-keeping, 8 per cent.; to Arithmetic, 14 per cent.; to Penmanship, 6 per cent.; and to Singing, 6 per cent. The Committee on Examinations awards diplomas upon the same principle as to the high school graduates; that is, to those whose total does not exceed 300. The grammar school diploma admits to the high school; but only those graduates whose total does not exceed 250 are admitted clear. The others receiving diplomas are admitted on probation. Those members of the graduating class who do not receive diplomas, if their conduct has been good, may receive certificates of Honorable Mention.

The blanks that have been described are those of June last. Whenever there is a change in the list of subjects studied in the schools, it involves a little change in the arrangement of the scale of percentages. The blanks as proposed for next year will show some such changes.

As the plan of the Latin school blank is the same, only the percentage allowed to the different subjects need be stated. To English, French or German, History and Geography as one subject, and Physics, is given 6 per cent. each; to Sight Translation of simple Latin prose with Forms and Constructions, Latin Composition, Sight Translation of simple Attic prose with Forms and Constructions, and Greek Composition, 8 per cent. each; to Sight Translations of average passages from Homer or of less difficult passages from Homer and Herodotus, and Sight Translation of passages

from Cicero and Virgil, 12 per cent. each ; Algebra through quadratic equations, and Plane Geometry, 10 per. cent each.

#### COURSES OF STUDY.

There is much discussion among those interested in educational progress in regard to the contents of courses of study, especially in regard to what shall be the course for grammar schools. The tendency is to lessen the demands upon certain subjects and to find place for the introduction of other subjects of study. Many of the changes suggested are, on the whole, reasonable, and under favorable conditions can be made with advantage. But the problem to be solved in this city is, how to carry out the provisions of the present courses of study in the primary and grammar schools, — courses which are the result of a careful revision of the old courses to meet the demands for physical and normal training, the obligations of legal requirements, and to provide for increased attention to the cultivation of the observing and thinking faculties. Can all that is required be done in the three and six years assigned respectively to primary and grammar school work? It will certainly be unwise to lay other burdens upon the schools before this question has been answered.

It will not be out of place, however, to call attention to some of the unfavorable circumstances under which the teachers labor, and indicate ways by which their efforts may be made more conducive to the ends sought. This will be done under the headings of school organization and class management.

#### SCHOOL ORGANIZATION.

Only those who have given some thought to the matter are aware how much more is now demanded of teachers, and how much more individual work and direction are required of them, than formerly. When the ratio of fifty-six pupils

to a teacher was established, if the pupils classed well together, the number was not, perhaps, excessive. The school hours were more than now, and the number of studies was less. It is easy to be seen that the lessening of the time at the teacher's disposal, and the required increase of accomplishment within that time, make the duties of the teacher more exacting than in former years. Compare, for instance, the language work now done in the schools with that of twenty or thirty years ago. The written exercises that must pass under the observation of the teachers have increased at least fivefold. However skilful the teachers may be in guiding their classes, the number of exercises requiring individual criticism is large, and the time for such criticism is very limited. It is not possible to give to every pupil the needed help. If time is taken to reiterate to the class such former instruction as the weakest pupils require, the more advanced are wearied, their enthusiasm chilled, and their advancement hindered. Drawing, also, which is now something more than the mere copying of lines and figures, demands more individual direction than formerly. Then come manual training and elementary science with their claims upon the teachers for special attention. It can, therefore, be strongly stated that, under present conditions, fifty-six pupils to a teacher are too many, and especially too many if all the class must be carried in the given time to the promotion limit.

There are other important considerations that might be urged in this connection; one of these is certainly of great weight. The larger the class the more difficult becomes the discipline, and the greater the temptation to take short and decisive methods of securing an outward order, rather than by just and more radical methods to establish a real order. In the press of so many daily duties the great duty of making school life a moral discipline is likely to be often overlooked. Surely, if dealing with individuals is necessary as an aid

to physical and mental growth, it is all the more required in finding the way to the hearts of pupils, and winning them to a love, and training them in the practice, of right doing.

When it is called to mind, also, that a large percentage of the pupils leave school before reaching even the third class of the grammar school, there seems to be a very strong reason for so organizing the lower classes that there may be gained in them the best elementary education possible for meeting the demands of life. There is good ground for believing that much more may be accomplished in these classes than now, if teachers can be allowed to concentrate their efforts upon a less number of pupils.

As the present accommodations furnished by the school buildings do not allow any increase of class divisions, and the building of new houses is a slow and expensive process, it is worth considering what can be done to increase the teaching force of the schools under the present conditions of school accommodations. The Hancock School furnishes an excellent illustration of the way in which something may be done in this direction. In this school there are allowed by special votes of the School Committee five ungraded classes. These classes are upon the basis of thirty-five pupils to a teacher. Four of these teachers and some of the teachers of the graded classes take a few more pupils than the assigned number, and thus leave one teacher free to do such special work in all the classes as the master appoints. This teacher was selected because of her skill in teaching elementary science, and she now directs the observation and study coming under that head in all the divisions of the lower classes. This arrangement is leading to a systematic, thorough, and delightful study of a subject much neglected in many schools, and affording considerable relief to the regular class teachers by enabling them to concentrate their attention upon other branches of study, giving them time to prepare and look over exercises, and to render some aid to

individual pupils. Here, certainly, is the suggestion of a way by which something may be done to increase the effectiveness of school work.

If the grammar and primary schools were allowed teachers upon the basis of fifty pupils to a teacher, the teachers in charge of rooms might retain in their several rooms the same number of pupils as now. — fifty-six, — and the same responsibility for their instruction and management continue. The surplus of six to a room in eight rooms would allow the appointment of another teacher; in sixteen or seventeen rooms, of two teachers; the additional teacher or teachers to do departmental or other assigned work. The labors of the regular class teachers would in one way be lightened by the help rendered, but only to enable them to work with more persistent endeavor and greater efficacy for the general and individual good of their pupils. The object in view in arranging the work for such additional teacher or teachers would be to have the most efficient teaching in all branches of school study and work, by giving the teachers, to some extent, the work for which they have the greatest aptitude, and more time to shape their instruction and fit it to classes and individuals, to prepare and look over exercises, and to meet individual needs; the final object being, to give every pupil the fullest opportunity of profiting by school privileges. The cost of the employment of such additional teachers would be far more than compensated by the increased attractiveness and efficiency of the schools; and, more than likely, by shortening the time required for the school course.

#### CLASS MANAGEMENT.

Next may be considered what may be gained by improvements in the methods of procedure in the class-rooms. Graded schools have been and are still open to the objection that they do not allow all the pupils to work, each up to his

full ability. The brighter pupils must at intervals mark time, that the slower-minded may have an opportunity to catch up with them. Marking time does very well in gymnastics, but has a deadening effect in its application to mental efforts ; and, by and by, reduces the pupil to such a condition that marking time is no longer required. Only that effort is made which is necessary to keep up with the class ; and the habit of doing one's best under the exhilaration of quickening influences and of engaging studies gives place to the habit of mediocre exertion. Who, for instance, familiar with the schools, has not been often saddened to find pupils who were bright and eager workers in the primary school, sunk to the level of careless plodders in some lower class of a grammar school ? Who has not found in the lowest classes of the primary school bright children from the kindergartens, subjected to the same processes of instruction, and kept down with the new-comers who had had no previous training ? These, it may be claimed, are exceptional cases. They are, however, not infrequent ; and they indicate clearly the wrong done by the neglect of the true principle of classification, and a too rigid adherence to the letter of the course of study.

What can be done, then, towards enabling every pupil in the class of a graded school to work up to his full ability, and pass from one grade of work to another as soon as he is prepared for such advance ? One look at the old-fashioned district school may give us a hint. Notwithstanding the manifest advantages of the graded school, the ungraded had some advantages it is best to keep in sight. In the latter the pupils were carefully classed in the various studies according to their ability and advancement, but the way was left open for the easy and prompt passage from one class to another. It was common to see pupils advance from one class to another during a single term ; and, elated by their success, push on eagerly for the next advance. There was no attempt to bring a certain number of pupils to a fixed level of

attainment in all studies before there could be an advancement of pupils in any study. Can there not be something of this free way of working in what we call the graded class?

The pupils of a large graded class are seldom, if ever, of the same absolute grade ; but they are near enough of a grade to enable a teacher to make very much of her instruction general, and herein is an advantage. If, however, she treats them as all of a grade, and endeavors to make them all move on together at an average pace, she does not give the alert minds of her class full opportunity. A wiser way would be to allow the class by a natural process to become divided into sections, and one section, if need be, to advance faster than the other. The course of study lays out the work for the different classes ; but it does not require that only such and such work shall be done in any particular school-room, and that all that work shall be done by all the pupils in the same time. It means that what it outlines for any class shall be done as a stage in the pupil's progress ; and when it is accomplished, though the pupil remain in the same room with the same teacher, he is entitled to pass on to the next stage. It is a wrong to him to hold him back. A sixth class teacher, for instance, should not think, her sixth class work having been accomplished before the time for regular promotion, that it is forbidden her to enter upon the fifth class work ; but should rather feel that the necessity is upon her to allow no slackening of interest on the part of her pupils, but rather to give them the pleasurable excitement of a move onward.

It sometimes happens that pupils ready for promotion are held back because there are not accommodations for them in the room occupied by the next class. The promotions are made upon the principle that as only so many pupils can be accommodated in the room above, the line of promotion must be drawn at that limit. There can be no question that

this is entirely right as far as passing from room to room is concerned, but all wrong as deciding the passing from class to class. There is always room in the class above. Let the pupils have free way to press forward and occupy it.

There may be schools where something would be gained by allowing teachers to hold their classes through the work of two or three grades. A thoroughly good primary teacher, for instance, taking fifty pupils through the three divisions of the primary grade, would give them a better fitting for the grammar school than would three different teachers, though equally good, taking them in succession. Much time is lost in gaining the acquaintance of the pupils and learning their individual characteristics. Besides, each teacher keeps within her vision only the narrow limits of her special work. The single teacher, thoroughly understanding the abilities and dispositions of her pupils from the beginning, can go along with them step by step, relating her instruction and direction to the farther-off results she is to reach, seizing opportunities to connect the present fact or experience with things to be accomplished later. The same thing can be said in regard to arrangements for more continuous teaching in the grammar schools. Were teachers all alike capable, there could be no question of the advantage of such arrangements. Are they not of sufficient capability in most schools to carry out to some extent such a plan of work, with some gain for the pupils?

Whatever the position assigned the teacher in respect to class work, however, it does become her duty when she receives a class, no matter how it is labelled, and what work it is supposed to undertake, to reach as soon as she can a knowledge of its real condition as a whole, and in respect to its individual members. Whatever is lacking in previous training necessary to the advance she is called upon to make must first be supplied. The majority of pupils may be all ready to go on, but the others may need special help

in certain directions. The problem is, how to render that special help, if no provision is made for it in the general arrangements of the school. As under no circumstances should a part of the class be held back to go over familiar ground to accommodate the rest of the class, as is too often done under the name of reviewing, the division of the class seems a necessity, if all are to be justly dealt with. Teachers who are called upon to teach two classes, or one class in two sections, generally dislike the arrangement. At first thought, it seems to add to their labors, and make a just distribution of their time and efforts more difficult. But what if it does? Are they not willing to take an additional burden, if they can thereby benefit their pupils? They will probably find, however, after becoming habituated to such an arrangement and having learned how to make the right adjustments, that they can get better results, and carry on their work with more ease, because with more satisfaction to themselves.

The simultaneous instruction of all the pupils of a class in all their studies has one disadvantage not often enough considered. It either compels the using of the school time almost entirely in recitation, or some other general exercise, or it deprives the teacher of the opportunity of fulfilling to the extent she might, her function of teaching. Suppose one hour of the day is set apart for arithmetic. The teacher may require one half of the hour to be given to study, while she sits at her desk and gives such individual help as is requested, and give the other half-hour to recitation. The same may be done in regard to other studies. The half-hour is occupied with a class of fifty. In some exercises all the pupils cannot be reached in that time. Now, suppose a division of the class: one half recites while the other half studies. Does not this give the teacher an opportunity to come into closer contact with the individual minds, and get from each pupil the steadiest and most effective work?

This is only by way of illustration. In actual practice, the studying time of the one-class system is greatly abridged; much the larger part of the time is taken for recitations and general exercises.

Another consideration may here be presented. Suppose a teacher doing sixth class work with one pupil to instruct, giving such time to each study as is now required, what part of the year would she require to take him over the whole ground? How far beyond the requirement in all his studies, could she take him in the course of a single year? What number of pupils can she take and work together, and yet do for each pupil all that she can do for a single pupil? There must, of course, be a limit to this number. Now, whatever the number of pupils to be taught, the true economy of time and effort is to manage that number in such a way as to give each pupil as nearly as possible all the advantages he would have if taught by himself. To hold the concentrated and continuous attention of fifty pupils through a recitation, as the attention of one can be held, is certainly impossible for most teachers. But a limited number of pupils can be worked together as one, with the advantage, too, of a quickening influence upon each other. The burden laid upon the teacher is to waken an interest in all her pupils, to keep them in the right temper of mind for required work, to have ready for them the right kind of employment, and to hold their concentrated attention during instruction and recitation. That she can do all this to the fullest helpfulness of all the pupils by dividing them into groups or sections, according to their abilities and acquirements, seems certain, as far as considerable of the required work is concerned. Much of the instruction must, of course, be general. It is as easy to tell fifty pupils some fact as it is to tell it to one pupil. But it is not so easy to make fifty pupils, varying as they must in mental characteristics, move along together in reading or arithmetic, even at a slackened pace, as it is to hold together

half that number of pupils, nearly alike in mental alertness and acquirement, in a quicker movement. To divide a class into two sections for purposes of teaching may seem to be doubling the teacher's labor, but, in reality, it lessens it. Pupils working within and up to the limit of their abilities work with more ease, and require less urging and direction by the teacher than when forced beyond their power to grasp and hold. Call to mind the misdirected energy put forth by a teacher laboring with what to her seems stupidity, the amount of breath she sometimes expends in heightened and rasping tone, the wear and tear upon her amiability in wrestling with the wandering attention of her class, and there will be no difficulty in conceiving that the simultaneous teaching of a large class is not always a labor-saving process.

The economical use of time in conducting school exercises is a very important consideration. These questions frequently arise in regard to some particular thing done. What was the aim of the teacher, and what was the expenditure of time in its accomplishment? Here is a description of an exercise in drawing in a second class, primary. The teacher places a cube upon her desk. She asks her pupils to draw a horizontal line upon their paper the length of a measure she has given them, representing the upper line of the front face of the cube. They are not to use the measure, except to test the length of the line after it is made. They do as directed. The teacher now passes from desk to desk, and gives to each child who has taken pains, or has done well, the coveted mark of approval. She comes back to her desk and calls attention to the left-hand perpendicular line of the same face of the cube, and asks her pupils to draw that with the same care. She then passes from desk to desk as before, and gives the coveted mark where it is deserved. That ends the exercise. As far as it went it was well enough. But what of the time taken? As

far as the drawing went, it was five minutes to a line an inch and a half long. Was not that a too liberal expenditure of time?

Take another example that occurred further along in the course. The class is working upon percentage, and nearly all of its members show a good understanding of the principle, and are correct in its applications. One pupil is at the board working out an example. He shows a woful ignorance of the subject. The teacher works back to revive in his mind some previous knowledge. Alas! there seems no knowledge there to be revived. She patiently continues her efforts, giving such help as is needed, and by and by the result sought is found. From ten to fifteen minutes were given to this one pupil, while the rest of the class looked on smilingly, or gazed vacantly about the room. Was it right to take so much time from the fifty other pupils for the benefit of one? In a wise economy of time, the special needs of a single pupil can claim but a trifling part of the recitation hour. These are merely examples of what, not unfrequently, occurs in the class-rooms, and are given to indicate how time is not always used to the fullest advantage.

Another way of saving time for useful work is to discard all the useless repetition that prevails in many schools. For instance: a list of words is assigned for study. Some members of the class know all the words, and there is no member who does not know some of them. But no matter, they are to be studied just as if every pupil was ignorant of them all. First, each word is pronounced three times after the teacher. Then, each word is spelled three times. Next, the pupils take their slates and write each word three times, five times, or ten times, and there have been instances where they have written them twenty times. Now, for nearly all of the pupils this is a tread-mill process, and without the excuse of communicating motion to any useful

machinery. Why should those of them who already know these words, or those who can learn them in from two to five minutes, be required to give them all the time that is demanded for the exercise as described? The same kind of unnecessary repetitions is found in many cases in the exercises connected with other studies.

A suggestion may here be made in regard to the inter-relation of studies, whereby one study can be made to help another. Not that teachers are to be led off from their main purpose in conducting exercises; but in considering subjects there will often be connections and associations with other subjects which it will be well to notice. Such associations have a double effect, not only holding a new thought, but deepening the impression made by the old one. The inter-dependence of geography and history, of history and civics, is generally clearly seen; but not so much is made of it in the way of making these studies mutually helpful as might be. Even arithmetic and language have a relation to each other that should not be overlooked. Reading comes in as a help to advancement in studies in several ways. Much of the supplementary reading furnished the grammar schools is collateral, and intended as an aid to the advancement of the pupils in the subjects studied from the text-books, as well as to give facility in reading, and to form habits of reading with thoughtfulness and a purpose. Taking the schools as a whole, the way is open for making this reading much more helpful to other studies than it now is. It needs to be more felt that whatever aids in the general development of the powers of the pupil, aids him in his advance in all directions.

What has been alluded to in another connection, in regard to having in mind to what the class teaching is to lead, may be considered here in its application to all teachers. If a teacher does not realize the connection between her own work as assigned, and the general purpose of the whole

course of study, she is working somewhat in the dark, and fails to make use of every opportunity to enkindle an interest in what is to come, and to open an engaging way into the realms of knowledge, or to start the beginnings in the acquirement of that skill which by and by shall tell in the handiwork of her pupils. The piece of work laid out for the teacher in the graded school is not like the laying of a single course of brick in a building. Her work is in aiding a development which proceeds in accordance with living law, unfolding from what has been before, and directly concerned in aiding the growth that is yet to come. It is this feeling that every true teacher has of his or her vital connection with the great purpose of the school, the full and true development of youthful minds and hearts, that supplies the inspiring motive for patient and continuous effort, and relieves even the most exacting labors from any taint of drudgery.

#### READING.

Every one of the school studies naturally offers itself for some comment, or suggestion, in a report like this. As some of these have had full treatment in recent reports, only a single branch, that of reading, will be here considered.

#### READING IN PRIMARY SCHOOLS.

School Document No. 1, 1884, was a statement of principles and methods to be followed in teaching beginners the art of reading, accompanied with such suggestions as were deemed useful. This document has since been reprinted for distribution, and every teacher of the lower primary classes is supposed to be in possession of it. The "Course of Study," as adopted by the School Board, in its relation to reading in the primary classes, is based upon the principles set forth in this document. Whatever devices are brought into use by skilful teachers to facilitate the process of learn-

ing to read, it is important that there be an adherence to well-established principles, and no omission of what is required by the "Course of Study." There is room enough for the free play of the teacher's genius in the legitimate application of principles, the stimulation of mental activity, and the adaptation of methods.

It is not contended that nothing new in the way of method or device has been hit upon since that document was written; and were it to be rewritten, some changes in arrangement and illustration would undoubtedly appear. But there would be no change in recognizing the sentence as the expression of thought, words as wholes, in analyzing spoken words into their elementary sounds, and written or printed words into the letters composing them, generally symbolizing those sounds. These four things are suggestive of the four methods of teaching beginners: the letter method, which teaches the letters and puts them together to form words; the phonic method, which teaches the sounds and their symbols, and brings the sounds together to form spoken words; the word method, which begins with words, and unites them into sentences; and the sentence method, which starts with the sentence, an expressed thought, as the unit. The first two methods are now pretty generally discarded. The word method is, perhaps, the prevailing one; but the sentence method has enthusiastic advocates, and, rightly handled, leads to excellent results. It will be observed that these methods take their name from what is first presented as the unit, the letter, the phonic element, the word, the sentence.

The document referred to is rather on the side of the word method. Its statement is, "The use of sentences should begin after a few single words and phrases have been taught." This, however, is not mandatory, but rather the expression of an opinion. Any teacher, with the consent of her principal, is perfectly free to adopt the sentence method

if she feels that by so doing she can give her teaching more consistency and efficacy. But she is not free to neglect any one of the other three requirements; the recognition of words as expressive of ideas or as aids in the expression of ideas, the proper teaching of the elementary sounds that enter into the formation of spoken words, and the combinations of letters forming written or printed words. The document is addressed to the intelligence of teachers, not to be literally and slavishly followed, but to aid them in fulfilling the requirements of the "Course of Study." It is urged upon any elementary teachers who may happen to be unfamiliar with it to give it their thoughtful perusal.

It is a source of gratification that from year to year the mere following of mechanical processes, without any specific aim, becomes less and less observable. Take, for instance, the teaching of the elementary sounds. Often, it was evident that the sounding of words was done with no purpose to be served beyond the mere sounding, and sometimes with no consciousness on the part of the children of what they were doing. This was shown by their inability to put together in words the sounds given them, or to make out even simple words from any association of sounds with the letters. There are individual pupils who show this inability now, but the classes generally show that they have had good training. It may be necessary, in some instances, to remind teachers that the sounds combined in a word should be given separately in such a way that when put together they will form the word. It is difficult to make from *dah õ guh* the word dog. The making the words *a* and *the* sound like *ah* and *thuh* has not entirely disappeared. The simple rule is, read them as if they were attached to the word following them as an unaccented syllable. It is no better to say, get me ah board, than it would be to say, he went ah-board the ship.

If any general criticism is to be made, it is that this sounding of words is carried farther than is useful, and becomes a

waste of effort, and sometimes a hindrance to the quick recognition of words. Even under the old system of naming the letters of a word to make it out, the children, by a sort of unconscious induction, arrived at an effective method of making out words. When they had learned monosyllabic words, and combinations of consonants with vowels, they could wrestle with long words because they recognized the syllabic divisions, and only needed to know upon which syllable to place the accent; and this they generally learned from their spelling-books. Phonic analysis is supposed to lead up to the same thing more sensibly and expeditiously. Is it not a good rule to make what has been accomplished a quick help to still further accomplishment? Why should a child who knows the words *at* and *ten*, and the syllable *tion*, when he hesitates at the word *attention*, be asked to sound it? He only needs to know its syllabication, and that has to be told him even as he sounds the word.

In this connection another thing may be said. Not only in primary classes, but in grammar classes, there is often a long wait while the pupil who is reading makes out a word. The rule, "never tell a child anything he can find out for himself," is regarded as absolute. He flounders awhile alone, then is helped a little, and the result comes; but one minute, two minutes, and sometimes even three minutes have passed; and this time, be it long or short, when multiplied by the number of pupils waiting, is a very large expenditure for so small a result. It certainly is better to give a pupil prompt help, when that help will enable him to serve himself more profitably and save the time of others. Sometimes questions arise that absorb the attention of the whole class and lead to careful thought, as questions in regard to the meaning of the passage to be read, and in what way that meaning may be best expressed. Their consideration is, of course, a proper part of the reading exercise, and is in the line of true progress. But the long halting on individual

pupils is too costly, and has not even the pedagogic value usually attributed to it.

There is considerable difference in the results reached by the different primary teachers in the various schools, a difference not entirely accounted for by any difference in the circumstances of the pupils. While some teachers find it impossible to take the whole of the first reader the first year, others will take their classes through several first readers, enabling their pupils to read at sight, with ease and natural expression, books of that grade. The same difference is observed in what is accomplished in the other classes. There are schools where the third-year classes read understandingly and with facility any reading of the third-year grade, and schools, also, where the reading of like classes is halting and without expression. This, too, seems to be independent of the natural characteristics of the pupils, and is accounted for, partly at least, by the difference in the teaching and training received in the schools. Though a good deal has been gained, and some admirable results can be shown, it must be confessed that there is a chance for great improvement in many of the primary schools. This improvement may come through a better organization, through the determination on the part of teachers to reach higher standards, through a better understanding of the way the mind of the child develops, and a closer fitting of teaching processes to his mental condition, or through an eager grasping of all honest methods to quicken his interest and make his reading delightful and profitable to him.

The examination in reading for promotion to the grammar schools has consisted of sight reading from a second reader not before used, or from some book of that grade. That was as high a grade of reading as the circumstances of the schools would warrant for such a purpose a few years ago. It would be wise now to give the schools a test better adapted to their present condition. The first, or third-year,

primary class reads, at least, one third reader, and from six to ten supplementary second readers. An examination on simple pieces of the third-reader grade would have some influence in raising the standard of reading, and come nearer to showing the full ability of the pupils. In schools where several third readers are mastered, and such books as "Black Beauty" are read, passing from hand to hand, a second-reader examination hardly reaches the dignity of the occasion. Raising the standard of examination would raise the standard of marking, but would not affect individual promotions. The primary Z blanks now indicate that the reading of the classes examined for promotion ranges from good to excellent on a second-reader standard. On a third-reader standard it would range from passable to excellent, a result more just and more creditable to the classes.

#### SUPPLEMENTARY READING IN PRIMARY SCHOOLS.

A good supply of supplementary reading has been furnished these schools. It consists mostly of First and Second Readers, selected because they were the best and cheapest publications that could be obtained. But the hope now is, as new supplies are required, to get something better than these readers offer. There is certainly an abundance of child-literature of excellent quality to make an interesting and helpful course of elementary reading, if it can come in the right shape for school use, and at a reasonable price.

The plan of a circulating system of supplementary reading, instituted some years ago, was the best for a beginning, as it furnished all the classes with a variety of books at the smallest expense, and it worked remarkably well. But it is clear that a permanent supply of such reading for each school would now have some advantages over this circulating supply without entailing much additional expense upon the supply department. The schools have already considerable

permanent reading, and the distribution of the circulating books among the schools would give them much more. An annual expenditure, not much, if any, greater than is now made, would give the needed additional books, and furnish the opportunity of improving the reading course.

Could such a change be made as is here indicated in supplying supplementary reading, it would save a deal of trouble and secure for the books furnished much better usage. Each teacher would be responsible entirely for the books given her class, and complaints from the teachers in regard to the torn and defaced condition of the books sent them would cease. Such complaints have not been without foundation. It can easily be conceived that a teacher who makes it a point to teach the virtue of neatness, and to train to the careful handling of books, must look with dismay upon the advent of a box of books with dilapidated covers, loose and torn leaves, and soiled pages. It is hoped that while the present system continues, each teacher will faithfully follow the directions on the card accompanying the books, and pass on the books, if possible, in as good condition as she received them.

#### READING IN THE GRAMMAR SCHOOLS.

Passing from the primary schools to the grammar, the advance in the text-book for reading is but slight, — from the Franklin Third to the Franklin Advanced Third. Yet the reading in the sixth class does not, on the whole, make so favorable an impression as does that of the first primary class. One reason may be that the sixth class is less homogeneous, being made up of pupils from different primary schools. Another reason may be that not enough attention is paid to oral reading in respect to manner and correctness, more attention going to the information imparted, and to conversations about what has been read and matters con-

nected therewith. It is extremely necessary to hold a class, especially a bright class, in check in this matter of conversation. Step by step, the class sometimes gets far from the subject in hand, and uses up a large part of the reading hour in a desultory conversation which, however entertaining it may be, is of no practical value. The reading exercise is for a specific purpose, and whatever aids in accomplishing that purpose is to be welcomed. It is a matter of necessity to get at the thoughts expressed on the printed page; but it is not necessary to follow them in all their ramifications and suggestions, or give them any multiplicity of form. The very words on the printed page are to be read in their connection, with such facility, clearness, and modulation of voice, as to convey those thoughts in their full force to the understanding of those who listen.

It seems to be well understood that silent reading is a good preparation for oral reading, but the influence of oral reading in increasing the fruitfulness of silent reading is not so generally appreciated. A thought must come with great clearness into the mind in order to gain for itself correct vocal expression; and this habit of looking for the exact thought and feeling its weight, which the practice of oral reading forms, is of incalculable value in the use of books. Were the minds of pupils open to observation, it would be seen that much of the silent reading is the kind that halts, skips, and jumbles words together.

There is considerable lack of brightness of tone and manner, and of easy expression, in some of the lower classes of the grammar schools. A visitor, with no book in hand, has hard work to follow the reading—the voices of the readers are so low, their style so choppy, and their enunciation so indistinct. The teachers do not notice this so much, as they generally conduct their exercises, book in hand. It would lead to a decided improvement should they confine themselves less to the book, and require their pupils to read with

such distinctness and expression as to be heard and understood. One exercise that has been suggested in connection with supplementary reading, — the reading from a book that passes from one pupil to another, while all except the reader are listeners, — though recommended for the purpose of training the pupils to become good listeners, is of great value, also, in requiring each reader to make himself heard and understood by all the other members of his class.

If it is worth while to lay special emphasis upon any one exercise of the lower classes, there is none more deserving of it than reading, as much of subsequent advancement will depend more upon the ability to read with ease and profit, than upon any other acquirement. Pass on good readers from class to class, and the advance in geography, hygiene, history, and the general study of books becomes easy and assured; and the way becomes open in the upper classes for the study and reading of a higher order of literature. Much that has to be done now in the upper classes should be accomplished in the lower. There is no reason in the nature of the thing to be accomplished, why the primary instruction in reading, and the instruction in reading in the lower classes of the grammar school, should not be effective in the development and management of the voice, in rendering facile the parts of the organism concerned in the processes of speech, in a ready recognition of all common words, and in the use of the dictionary in making out uncommon ones: thus securing good tones, clear utterance, and fluent expression within the limits of the grade of reading assigned to such classes. In the upper classes it will be found useful at times to resort to some preliminary exercises to quicken the sluggish, to give freedom of breathing, to limber the organs of speech, to make it easy and natural to strike the right key and proceed with the right movement and force; but their principal business is not elementary drill, but to make way towards the higher purposes of reading, to enter

upon new sources of information, to come into contact with deeper and wider thought, to feel the force of emotion and gain the power of giving it expression. Let every step be well taken, and the advance will be steady and satisfying. All the time possible, therefore, should be given to reading in the lower classes, and continuous efforts made to produce wide-awake, intelligent, fluent readers.

There is no place to draw the exact line between reading for the mere purpose of getting the ability to read with facility and the reading for influencing the thought, for the appreciation of things beautiful and true, for the quickening and enrichment of life. These latter purposes are to be kept in sight all the way, in the quality of the pieces read and of those committed to memory. But it is not till later in the course, after the preliminary steps have been well taken, and the way cleared, that these purposes become more and more prominent, and finally the all in all of reading. For this reason reading matter of a more advanced type should be introduced into the upper classes of the grammar schools. The more the pieces studied and read bring the students into contact with the best in life that is suited to their mental and moral condition, the more the purposes to be attained will be advanced. The time spent in reading that which only informs, is not so rich in results as that spent in reading what not only informs, but suggests new thoughts, brings new pictures into the "chambers of imagery," and wins to new researches and realizations. Therefore, the more the pieces studied and read touch life upon all sides, the more they are the best thoughts of the best minds in the happiest forms of expression, the richer and more productive will be the results gained.

Complaints are often made, and sometimes justly, that the selections furnished for reading are above the comprehension of the pupils. It is easy to point out such selections in some of the readers. But the reason of their unfitness does

not lie so much in the fact that the words are difficult and the forms of expression unfamiliar, as in the fact that the general subject is out of the range of the pupil's thought, and cannot be made of interest. Such pieces should be avoided. But if the subject can be brought within the pupil's experience, no matter how forbidding, at first, may seem the printed page, it can be made to furnish the opportunity to the student of exercising his power of thought, and of making him acquainted with new words and forms of expression. The reading a page of easy grasp may answer the purpose of fluency: but where does it take hold upon thought, and call for the mental effort that invigorates? Fluency will come after familiarity is gained by study, come even without study after many repetitions; but that is but little in comparison with the toughening of the mental fibre that is gained through a determined purpose to master the words and compel them to yield their meaning.

The text-books for reading are open to the criticism, less often made by teachers, that they offer too much that has been written down to a supposed level of the youthful understanding; too much that can not only be easily understood, but is of no use after it is understood. The first steps in reading are taken with words already in the child's vocabulary. He is learning the written or printed forms of the words he speaks. Having learned to see his own thoughts in word forms, he is prepared to read the thoughts of others in such forms. As he progresses in his reading, the books furnished him should have a certain adaptation to his mental development; but they need not be written down to his level, because the very object of his reading them is to bring him up to a higher level.

In reading any standard literary production in the grammar school, how thorough a study is it best to make of it? Are the pupils to reach a full and scholarly appreciation of it, to enter into the etymology of its words, and observe all

its niceties of expression, and grasp the whole expansion of its thought? The answer is unhesitatingly given, — No. It is enough that they receive from it what their minds are ready to appropriate, that they are moved by it, catching at what inflames their imaginations, gives them new thoughts, and inspires with noble aims, enough to take in the general sweep and spirit of the piece. Those points so interesting to the scholar, those depths of sentiment that can be sounded only after fuller and deeper experiences, may wait for the coming of the better scholarship and the deeper experience. The greatest literature is not exhausted by the closest and profoundest study at any one time, or in any one mood, by even the most scholarly of men. The general study of many productions, the imbibing the influence of fine literature, the feeling a little the differences of style, and acquiring the art of giving to what they have studied true vocal expression, are worth more at present than the close study of any one selection. There is indeed danger, if too much attention is given to the outward shapings and characteristics of the work, there will be a loss of the power of its spirit.

#### MASTERPIECES OF AMERICAN LITERATURE.

It was to serve the higher purposes of reading that this book, "Masterpieces of American Literature," was prepared for and assigned to the first class at the beginning of the last school year. It was received in many quarters with great favor, and in some classes it has been used with surprising results, and everywhere to good purpose. The way many of the selections have been handled in some classes comes very near to ideal teaching. It was not supposed that all the selections would be found available for use in every grammar school, but there is no school where several of them may not be used with great advantage. Even in classes that are thought to be not up to this kind of work,

the reading of "Evangeline" or "Snow-Bound" would come in like a ray of sunshine, and awaken an interest in reading never before felt. This interest once excited leads the way to an attack on selections seemingly more difficult. When a class of boys after reading with eager interest "The Great Stone Face," "Poor Richard's Almanac," "Snow-Bound," "Evangeline," and O'Reilly's "Pilgrim Fathers," in connection with their history, entreat their teacher to let them take up Emerson's "Behavior," there can be no doubt that they are coming into an appreciation of literature, and learning to enjoy wrestling with pieces that contain thought and demand thought. The influence of such study upon the mental and moral growth of the students, upon the direction of their reading in after life, can hardly be overestimated.

The oral reading of such selections must necessarily be an exercise of great utility, not only in imparting facility in vocal expression, but in reaching the thought or sentiment in its fulness. The more the thought is mastered and its truth felt, the more the sentiment is appreciated and the proper emotions are excited, after the right kind of training has made the mere process of reading automatic, the more easy, natural, and expressive does reading become. It may well lack the set tone of such elocutionary reading, the conscious effort to articulate, or to follow fixed rules of pitch, movement, emphasis, and inflection, which often make the reader and his art so prominent as to obscure or distort the thought. But, as a window of clear plate glass transmits to the eye so perfectly that itself is not seen, the forms, lights and shades, and colors that are without, so does the reader, at his best, possessed by the thoughts and sentiments embedded in the printed page, transmit them in all their forms, shadings, and fulness of emotion so perfectly that he excites no consciousness of himself.

## RECITATIONS AND DECLAMATIONS.

The remarks upon reading would be incomplete were nothing added in reference to a custom which prevails in all the classes of the schools, of committing to memory prose and poetic selections for recitation or declamation. The requirement of the "Course of Study" in this direction was slow in gaining recognition, but now it is quite generally followed, and in very many classes the results are most satisfactory. Sometimes a poet is selected as the class-poet, information is sought and gained in regard to him, and selections from his works are learned. Sometimes, the choice of selections takes a wider range. In some schools the master assigns to each class each month a poem to be studied, committed to memory, and recited; and, also, to be written from memory. This gives eight or ten poems a year to each class. In addition, short selections expressive of beautiful sentiments, of the authority and loveliness of truth, of the demands of duty, and of the teachings of wisdom, are learned. It is a fine way of cultivating the memory, and storing it with treasures worth holding. But even, if forgotten, they are not without use. It is, perhaps, only the form that disappears, — the spirit may have been absorbed into the life. In the first class large portions of the literary selections studied are committed to memory, the students exercising their own taste, and selecting such portions as are most pleasing to them. This work, in connection with the regular reading, leads to an appreciation of poetic form and the rhythmic expression of elevating thoughts, and fosters a love for the good things in literature as opposed to the low and base. Its educative influence is most of all felt upon the character. It does not merely cast out evil thoughts, but it puts good thoughts in their places, and purifies and enriches the whole current of life.

## KINDERGARTENS.

The kindergartens grow steadily in favor, and are coming nearer to the desired standard in their spirit and accomplishment. The teachers, as a whole, are intensely interested in their work, eager for suggestions from each other and from those wise in kindergarten lore and practice, and studious of child nature. The increased development of these schools renders all the more obvious the necessity for a closer union between them and the primary schools. Primary teachers should know what the kindergarten does for the children, and build upon, or develop farther, the kindergarten work.

## EVENING SCHOOLS.

These schools are changing somewhat in character. The adult element very decidedly preponderates. Never were they doing a more substantial or necessary work. At the beginning of the term there may be some trouble occasioned by roughs who register, and enter the schools for purposes of annoyance; but this element is soon weeded out, and the schools become permeated by an earnest spirit and settle down to solid work. Each year new classes of those who speak only a foreign tongue are formed, and teachers are selected for their special benefit. There are now teachers of English to Germans, Swedes, Russians, Armenians, and one or two other languages. Many of these foreigners are good scholars in their own language, and make rapid progress in the English.

## SPECIAL SCHOOLS.

It would be very pleasant to enter into details in regard to the work of the special schools, but as this report has enlarged in some other directions, it must suffice to assure the School Board that these schools are more than fulfilling expectations. The results reached in the Horace Mann School

for the Deaf, through intelligent devotion and loving patience, are simply wonderful. The schools of cookery are under excellent management, and their work is attended with great interest and leads to fine results. The schools for wood-working are especially attractive. Whoever wishes to see a large class of boys, and every member of it fully absorbed in his work, striving to follow directions to the letter, and doing what he has to do with the utmost care and nicety, can be gratified by visiting any one of the various work-rooms. It is the one place where an idle or uninterested boy cannot be found.

At first view the practical skill obtained in the manual training schools seems to be most prominent, and to furnish the reason for their establishment. But a closer observation reveals the fact that their practical utility, great as that is, indicates only a fractional part of their value. However deftly the hands become able to work out the desired results, it is the mind training and the will training, behind it all, that are of the most worth. Habits of close observation, of exact working to the line, of concentrated effort, of determination to do the best possible, tell not only in the workshop, but in the school-room, and will tell in all of life.

#### CONCLUSION.

Though in writing this report there has been much dwelling upon improvements that might be made in the general management and conduct of the schools, it is not to be inferred that the schools are deteriorating, and are not discharging their functions with their former efficiency. On the contrary, though here and there the results may not be up to former standards, the schools, on the whole, never did as much as they are doing now. Though arithmetic may show small in comparison with what was done in certain schools in former days, it may very emphatically be affirmed

that no school of that time, in its full accomplishment, was up to the level of the best schools of to-day. But it is wise to look over the whole field carefully, in order to ascertain what improvements can be made in school organization and management; in methods, in the effective application of teaching force.

Conceive of a school district whose school buildings are in every way convenient and supplied with every needed appliance; with a teaching force well proportioned to the number of children to be taught; with a master able and zealous; with teachers all of whom, from the kindergarten to the highest grammar class, are fully equipped for their various positions, familiar with the laws of mental and moral growth, skilled in the art of winning, controlling, inspiring, impelled by a spirit that knows no weariness in its efforts to call forth the best that is in children and make of them the most possible; and then judge what results would be attained. But it is impossible, it may be said, that all these things should be. Nevertheless, they are the things to be striven for, and the results to be aimed at.

For the Board of Supervisors,

JOHN KNEELAND.

**General Examination of Candidates for Certificates of Qualification  
to teach in the Boston Public Schools, August, 1891.**

GRADES.	Whole number of Candidates.	Number who withdrew from the examination.	Number to whom certificates were not granted.	Number to whom certificates were granted.	Number who having been refused certificates for which they had applied were granted lower certificates.	Whole number to whom certificates were granted.
First Grade .....	16	—	3	13	—	13
Second Grade .....	14	1	5	8	1	9
Third Grade.....	23	1	7*	15	—	15
Fourth Grade.....	30	1	4	25	5	30
Kindergarten ....	13	—	3	10	—	10
Cookery.....	3	—	—	3	—	3
Sewing .....	2	—	2	—	—	—
Drawing .....	16	6	1	9	—	9
French and German.....	5	—	2	3	—	3
<i>Special Grade.</i>						
Total .....	122	9	27	86	6	92

\* Four of the seven were not refused certificates, but were credited with such examinations as were either excellent or good.

**Special Examination for Certificates of Qualification.**

Eighteen candidates specially examined to fill vacancies were awarded certificates as follows: One in Kindergarten; two in French and German; one in German; seven in manual training; one in teaching English to Swedes; one in phonography; one in physical training; two in drawing; one in cooking; one in chemistry, mineralogy, botany, and zoölogy.

**Teachers on Probation.**

No. of teachers appointed on probation from Sept. 1, 1891, to Sept. 1, 1892	137
No. of these who were graduated from the Boston Normal School	75
No. of teachers whose term of probation regularly expired in that year,	114
No. of the latter who were regularly recommended by the Board of Supervisors and confirmed by the School Committee	95
No. whose probation was extended and who were afterwards confirmed,	9
No. whose probation was extended beyond that year	2
No. who resigned before confirmation	8
No. confirmed whose term of probation had been extended into that year from a previous year	2

**Promotions from Primary to Grammar Schools.**

No. of pupils examined for promotion from Primary to Grammar Schools, in June, 1892 . . . . .	5,600
No. of these promoted to Grammar Schools . . . . .	5,457
No. not promoted to Grammar Schools . . . . .	143

**Examination for Diplomas, 1892.**

SCHOOLS.	No. of Candidates for Diplomas.	No. granted Diplomas.	No. refused Diplomas.
Normal . . . . .	85	85	
Boys' Latin . . . . .	37	37	
Girls' Latin . . . . .	24	24	
English High . . . . .	189	150	39
Girls' High { 4th year . . . . .	62	62	
{ 3d year . . . . .	105	101	4
Charlestown High { 4th year . . . . .	7	7	
{ 3d year . . . . .	30	30	
Roxbury High { 4th year . . . . .	13	13	
{ 3d year . . . . .	85	85	
Dorchester High . . . . .	44	38	6
East Boston High . . . . .	35	35	
West Roxbury High { 4th year . . . . .	6	6	
{ 3d year . . . . .	18	16	2
Brighton High . . . . .	17	17	
Grammar . . . . .	2,447	2,368	79
Total No. . . . .	3,204	3,074	130

NOTE: Of the 51 refused High School diplomas, 43 were granted certificates of Honorable Mention. Of the 79 refused Grammar School diplomas, 47 were granted certificates of Honorable Mention.

**Probationers in High Schools.**

No. of pupils who entered the High Schools on probation in September, 1891 . . . . .	205
No. of these who left school before the close of the year . . . . .	56
No. who were allowed to remain in school . . . . .	143
No. whose probation was closed in June, 1892 . . . . .	6

No. of graduates from the Grammar Schools in June, 1892, who were allowed to enter the High Schools "clear" . . . . .	1,895
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